23976

NATIONAL LIBRARY
OTTAWA

CANADA

BIBLIOTHÈQUE NATIONALE
OTTAWA

NAME OF AUTHOR.....UCHENNA WILSON ANIEBUE.....

TITLE OF THESIS..A SURVEY OF COLLECTION BUILDING TECHNIQUES OF SEVEN WESTERN CANADIAN UNIVERSITY LIBRARIES.....

.....

UNIVERSITY..OF ALBERTA.....

DEGREE FOR WHICH THESIS WAS PRESENTED.....M.L.S.....

YEAR THIS DEGREE GRANTED.....SPRING, 1975.....

Permission is hereby granted to THE NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

(Signed).....

PERMANENT ADDRESS:

.....UNIVERSITY OF NIGERIA.....

.....NSUKKA, NIGERIA.....

.....

DATED..December 31.....19 74

NL-91 (10-68)

THE UNIVERSITY OF ALBERTA

A SURVEY OF COLLECTION BUILDING TECHNIQUES OF SEVEN WESTERN CANADIAN UNIVERSITY LIBRARIES

By

© UCHENNA WILSON ANIEBUE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF LIBRARY SCIENCE

SCHOOL OF LIBRARY SCIENCE

EDMONTON, ALBERTA

SPRING, 1975

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled A SURVEY OF COLLECTION BUILDING TECHNIQUES OF SEVEN WESTERN CANADIAN UNIVERSITY LIBRARIES submitted by Uchenna W. Aniebue in partial fulfillment of the requirement for the degree of Master of Library Science.

W. R. P. Henderson
Supervisor

Sheila Bertram

William P. Simpson
Dept. of History

G. M. Stratheern

Date 3 April 1975

This work is dedicated to my wife

BEATRICE CHIMELUMA ANIEBUE

who courageously stood firm behind me throughout the years I laboured in my studies.

ABSTRACT

This study attempted to analyze methods of collection building in seven western Canadian university libraries and to determine how their procedures may have been influenced by contemporary approaches to collection building, developed since the middle of this century. These approaches include:

1. Developing official selection policies in academic libraries. These policies have to be revised regularly to serve as guidelines to book selectors.
2. Building separate departments in academic libraries to oversee all selection activities.
3. Employing qualified librarians with either advanced library degrees in subject fields or basic library degrees plus substantial experience in academic libraries, to be entrusted with collections development responsibilities.
4. Promoting cooperation in book selection between librarians and faculty.
5. Awarding final responsibility for collection building to the chief librarian.

Mail-back questionnaires followed by visits and interviews were used to obtain data.

Results of the study indicate that five of the seven university libraries studied have modernized or are modernizing their book selection mechanics in the light of the points listed above. Three of the seven have completed selection policies, two of which have been publicized. Two of the libraries are in the process of completing

theirs. One library has just started to collect data for formulating its policy.

The two libraries which follow traditional practice are attached to two of the older institutions in Western Canada. These libraries rely mainly on faculty recommendations for building their collections. The five libraries which have changed include one older library and four new ones, products of the higher education boom of the nineteen-sixties.

Librarians who have modernized their techniques find faculties cooperative. Book selection policies so far completed are found to be useful to all book selectors.

ACKNOWLEDGEMENTS

Special thanks are due to Dr. S. K. Bertram and Professor M. E. P. Henderson of the School of Library Science for their ready and extensive assistance throughout this study.

Sincere thanks are extended to the following: the Canadian International Development Agency, for financing the study; Mr. S. C. Nwoye, the University Librarian of the University of Nigeria, Nsukka, for making the opportunity available; the staff of the School of Library Science, University of Alberta, for all their assistance in many ways; the staff of the University Library, of the University of Alberta, for readily providing the materials needed for the study; the librarians of the six other university libraries visited, for their hospitality and the working hours they kindly devoted to supplying information.

Appreciation is also extended to Mrs. Mary Linford, the typist who struggled with my text.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	THE STATE OF THE ART	1
II.	PROBLEM AND METHODOLOGY	27
III.	DATA ANALYSIS	34
	PART 1: BOOK SELECTION PRACTICES	34
	PART 2: BOOK SELECTION POLICIES	37
	PART 3: BOOK SELECTION PROCEDURES	43
IV.	FOREIGN AREA STUDIES OF SELECTED COMMONWEALTH COUNTRIES	64
V.	SUMMARY AND CONCLUSIONS	77
	Recommendations	89
TABLES		95
APPENDIX A:	BIBLIOGRAPHY	106
APPENDIX B:	LIBRARY QUESTIONNAIRE	115
APPENDIX C:	FACULTY INTERVIEW GUIDELINES	120
APPENDIX D:	COURSES OFFERED ON COMMONWEALTH COUNTRIES INCLUDED IN THIS STUDY	122
APPENDIX E:	BIBLIOGRAPHIC TOOLS FOR BOOK SELECTION IN SELECTED COMMONWEALTH COUNTRIES	123

LIST OF TABLES

TABLE	DESCRIPTION	PAGE
1	Librarians Interviewed on the Collection Building Techniques of Their Libraries	95
2	Faculty Members Interviewed for Commonwealth Area Studies	95
3	Factors Influencing Book Selection in the University Libraries	96
4	Book Selection Policies	98
5	Book Selection Procedures	99
6	Percentage of Book Selection Made by the Faculty and the Library Staff	100
7	Library Staff Book Selectors	101
8	Foreign Area Studies of Selected Commonwealth Countries: Bibliographic Tools Used for Book Selection	102
9	Foreign Area Studies of Selected Commonwealth Countries: Bibliographic Tools Held by Each Library and Used by the Faculty for Book Selection--Percentage of Use	103
10	Foreign Area Studies of Selected Commonwealth Countries: Bibliographic Tools Held by Each Library and Used by Librarians for Book Selection--Percentage of Use	104
11	Foreign Area Studies of Selected Commonwealth Countries: Bibliographic Tools Held by Each Library and Used by Book Selectors, Mainly for Bibliographic Checking--Percentage of Use	105

CHAPTER I

THE STATE OF THE ART

The area of book selection in academic libraries has been a relatively neglected field in North American library service[1] until recently. Danton[2] has pointed out that, prior to 1875, one could hardly speak of systematic book selection in American academic libraries. Book budgets were small and collection development haphazard, depending heavily on gifts. Brubacher and Rudy[3] have maintained that at this time higher education was largely dependent on lectures and text books. Thus the library and book collection in the universities played only marginal roles.

Danton showed that the median increase of volumes in the largest American university libraries between 1850 and 1875 was only 823 volumes per year per library. During that period, only the Harvard collection could be described as a university-calibre library.[4]

Towards the end of the nineteenth century, university education in North America began to be influenced by the German principles of freedom in teaching and in learning. This resulted in the introduction of electives and the proliferation of courses. The Germans also considered the sciences as valuable a study as the humanities. Teaching and learning methods therefore had to be adapted to this new philosophy, and the supporting library materials were increasingly recognized as being essential. As a result, collections began to grow rapidly. However, librarians became more concerned with organization and circulation of the collections than

with selection and acquisition techniques.[5]

The revolution that occurred in educational systems had its parallel in publishing. Book publishing and the book trade since 1900 steadily expanded; America became less dependent on Europe; and the number of titles to choose among multiplied on either side of the Atlantic. Thereafter, in the light of escalating book budgets, it became less and less practical to rely on faculty only, for academic library book selection.[6]

Faculty Book Selection

The nineteenth century expansion of American universities coincided with a period in German university librarianship in which the librarian was basically a technician or a service clerk to the faculty and the students. Danton has described how, for collection building in the German universities, detailed regulations or directives were issued by the university administration. In most cases, faculty library committees or commissions were charged with the task of selecting library materials. The regulations were so detailed that even the ratios by which book funds were to be distributed between various departments and faculties were clearly spelled out.[7]

American scholars imported this pattern into their universities in the nineteenth century. As a result, American universities founded before and immediately after 1900 tended to develop the practice of allocating the bulk of their book funds and relying on the faculty members and faculty committees for most collection development.[8]

The Germans, however, changed their approach before the nineteenth century was out. They were almost the first to adopt the system of book selection by subject specialists in academic libraries, but this had little influence on American library systems already set up and working. The rationale for entrusting the faculty with book selection was unassailable to the proponents of this view. They argued that the faculty members knew their subject fields and the respective literatures better than did librarians, and therefore could judge the value of a book better. Furthermore, teaching staff knew their own library needs and those of their students better than any librarian could.

In 1937, McCrum stated: "The faculty . . . is the extensive agent in book selection as the librarian is its intensive organizer."[9] It was also believed that the faculty represented the totality of knowledge within the individual universities, and their recommendations in their fields of specialization, put together, formed a well-rounded collection.[10] In 1954, McKeon summed up the position thus:

> . . . as collaborators with the library they (those devoted members who have a natural interest impelling them) select the books to be acquired in the subject concerned in the curriculum. It is not too much to say that a College library is as good as the faculty it serves.[11]

The disadvantages of book selection by faculty alone, however, gradually became obvious to people concerned with collection building in university libraries. As early as 1897 Potter expressed the view that a faculty member could not be relied upon to carry on systematic and consistent selection even in his own area of teaching and study.[12] In 1932 Randall bitterly criticised departmental allocation of book

funds and stressed that the university administration should realise that "the primary responsibility of the librarian in a college library is to maintain balance in the collection and to make sure that future needs as well as present needs are filled."[13] He strongly recommended stopping this practice which had allowed individual idiosyncrasies of faculty to play too significant a role in selection: "The result has been poorly balanced book collections with some subjects overdeveloped and some neglected."[14] As a remedy, he wanted university librarians to appoint librarians capable of choosing books in the light of the aims of the college and with an eye to the development of the library collection as a unit. He also wanted university authorities to give such librarians wide powers to make use of any funds available for acquiring library books.[15]

Danton, in 1935,[16] surveyed the factors which influenced book selection activities in twenty-three liberal arts colleges in North America. He investigated whether "the presence of certain factors of book selection tend to result in satisfactory book collections and absence of such factors make for unsatisfactory ones? If so, what are those factors?"[17] His criterion for a satisfactory collection was based upon the percentage of titles from Shaw's List of Books for College Libraries[18] held by each of the college libraries he surveyed. The higher the percentage of Shaw's titles held, the more satisfactory the collection. He concluded that a trained librarian responsible for book selection, with adequate financial support, as well as good background knowledge and experience in collection building, usually had satisfactory holdings, and that libraries using such librarians

performed better than those who relied on faculty selections only.[19] This may only have meant, however, that the librarians were familiar with Shaw, and used the list for selection purposes, prior to the survey.

In a further study in 1963, Danton summed up his position as follows:

> . . . the evidence and position of this study are not in opposition to faculty participation - to the fullest - in . . . book selection . . . . The evidence is rather against faculty's ultimate authority and responsibility, against the largely unrestricted allocation of funds . . . against too great reliance on the faculty . . . against the uncoordinated collection building, inadvertent imbalances.[20]

In a lengthy article published in 1967, he urged university libraries to:

> . . . move as speedily as possible towards a comprehensive plan of book selection by library staff specialists. Such a plan should in no sense inhibit or prevent able and willing members of the faculty from selecting books in their fields . . . it would place authority where responsibility now generally exists.[21]

Another advocate of book selection by the library staff was Metcalf:

> . . . too much reliance on faculty initiative has been unfortunate, I might also say disastrous . . . while we should not expect faculty to do the work without aid or compulsion, full benefit of the special knowledge residing with its members should be taken advantage of and every effort made to persuade its members to suggest freely titles for purchase and also to cover systematically the fields in which they work. I believe that at least in large institutions the subjects which the library tries to cover should be divided between members of the library staff.[22]

Metcalf stressed that the librarians who would be asked to do this must have basic knowledge of the subject fields they cover.

Thus it can be seen that the protagonists of library staff selection are not in any way opposed to faculty making recommendations in their own areas of competence. They are concerned rather about librarians meeting the responsibility of rounding off faculty selection through sustained and organized efforts. Even where the librarians are involved in selection, Metcalf says, they should not necessarily just choose titles but "should have the responsibility of seeing that there are called to the attention of the faculty members who are specialists, the various lists of new books and old books that are available."[23] He remarked that such action almost compels the faculty to recommend consistently. Librarians should then try to cover materials "that fall between the different lines cared for by the faculty and thus round out the work."[24] As early as 1940 Metcalf was suggesting cooperative efforts in academic library book selection between the librarians and the faculty.

Other significant studies followed. Bach,[25] studied the data collected from fifty-five American academic libraries, responding to a questionnaire sent out in 1955 by Merritt, from the University of California.

From the data collected Bach classified the libraries into three categories, according to the role of the librarians in selecting library materials:

1. Self-effacing libraries, characterised by over-reliance on the faculty. Libraries in this category numbered less than half a dozen.

2. Libraries in which materials are selected by faculty with the aid of librarians. In these libraries, recommendation is left entirely in the hands of the faculty members. The library staff supplements and rounds out faculty buying in various fields.

3. Libraries in which materials are selected by the library with the aid and advice of the faculty. These numbered six and represented "the avant garde of librarianship in matter of library responsibility in book selection."[26]

Bach concluded:

> . . . that the librarian ought to assume responsibility for the development of the library collection. If he fails to do so, he is merely a custodian of books, a glorified research assistant, a business manager at the most.[27]

He pointed out that librarians should not expect faculty to do three jobs well -- "teach, do research and develop library collections."[28] He regarded this as being unfair to the faculty members. Bach's study has been particularly relevant to the present study in the sense that he demonstrated that, as far back as 1955, cooperation in book selection had become the majority practice in the academic libraries he studied.

Between Danton's dissertation in 1935 and another major study by Evans in 1969,[29] many other researchers have examined problems of book selection in academic libraries and suggested various approaches:

1. Freedom of action for librarians in matters affecting collection building: Orr,[30] Pullen,[31] and Tauber.[32]
2. Training of subject specialists in book selection for academic libraries: McCrum,[33] Metcalf and Williams.[34]

3. Development of an acquisition unit as a separate department: Wulfekoetter.[35]

4. Blanket orders or en bloc collection (or All-The-Books Plan), in which the Library of Congress led the way:[36] Williams,[37] Greenaway,[38] Gore,[39] Coffin,[40] and many others.

What is significant about these new techniques is that each one has been tried with some success by one or more academic libraries, but not without raising new problems. For example, the librarian's control of the book budget should not be so stringent as to refrain from indicating what share of the budget each faculty and department has; employment of subject specialists and development of separate selection departments has serious financial implications; blanket acquisition brings many financial and administrative problems.

In 1969 Evans surveyed four university libraries in which book selection is done by both faculty and library staff to round out purchases on blanket and approval plans. He wanted to find out whether there is a relationship between the responsibility for book selection and the use made of the collections so acquired. He concluded that: "There is a real difference . . . in pattern of use . . . and . . . method of selection."[41] He pointed out that, at each of the four universities, the circulation figures of new titles acquired through blanket order seemed to show a consistently lower percentage than those selected by faculty or librarians. He went on to say that those selected by librarians showed the highest percentages of circulated titles.[42]

Evans was later criticised by Roth who claimed that Evans' results could equally support contrary conclusions, namely that jobbers are as effective, within statistically insignificant limits, as faculty or librarians.[43] Evans' work revealed that, since Bach wrote, some significant changes have taken place in academic library book selection approaches. Librarians have not only moved into book selection, but have also been proved to be doing it well.

Librarians were not opposed to faculty book selection: only to librarians abdicating their responsibility, and to what Bixler described as "a good deal of haphazardness about the way in which most college library book collections are built up"[44] by the faculty members. Evans outlined a number of reasons against building an academic library on faculty recommendations alone:[45]

1. Few faculty members have time to devote to the selection of books, and the time they do have seldom occurs in such a way as to allow for development of regular and systematic procedure in their selections.
2. Information concerning needs, as well as the requisite selection tools, must be supplied to faculty members, who should then make their selections systematically and speedily.
3. Faculty members have been observed to select only in their fields of interest. It is felt that a professor may not necessarily be better in selecting outside his field than a librarian would be. If all faculty members were willing to participate actively, this might not be a serious problem, but experience has shown that they do not. Even where they

have allocations, some departments do not spend until the last days of the financial year, and such a procedure cannot result in systematic, carefully considered collection building.

4. Faculty who select consistently have been found to be emphasizing their own special interests at the expense of their departments. Both Downs[46] and Miller[47] have noted this. Downs believed that "only a handful of faculty men were book men in the sense that they used judgement in submitting recommendations in their fields."[48]

In an interesting contribution to this debate Burdick, a history professor, stated that in San Jose State College:

> The responsibility for expanding the holdings is divided among 25-30 souls, some interested, others oblivious, and a minority intellectually dead. They order whatever happens to strike their fancy, what they selfishly desire for their personal esoteric projects. The product is uneven, questionable on every hand except quantity and of dubious value to future generations.[49]

Librarians have been considered incompetent to recommend titles because of lack of subject background. Writers, such as Metcalf[50] and Osborn,[51] have suggested the use of subject specialists as the ideal method of selection, but evidence has now shown that they are not only expensive, but also there is a limit to what they can accomplish.[52] Reviewing the situation at Harvard in 1955, Osborn noted that the employment of this category of staff is "the ideal approach to a solution . . . of problems of book selection."[53] Since the fifties, according to Haro, subject specialists have continued to increase in number in academic libraries.[54] In 1966, Byrd reported as many as ten such subject specialists in the Indiana

University Library[55] and claimed that they should accomplish three objectives:

1. Improve faculty-library communication.
2. Give improved special bibliographic service to readers.
3. Improve the book selection procedures, primarily through better coordination of requests.

He felt the objectives were already being achieved. But, in that same report, Byrd raised a very crucial issue: "Capable subject librarians represent a considerable annual investment in salaries"[56] which many libraries cannot afford. And bibliographers, like faculty members, may fail to keep up with the information explosion.

The "Get 'em All" Theory.[57]

It has been noted that changes in academic programmes, and corresponding heavy demands on library resources were accompanied by increased publishing, thus creating the problem of how to achieve complete or adequate coverage. There was also growing realization among university administrators that substantial increases in book budgets were required. The figures for Canadian universities alone show that from 1961 expenditures on library materials rose from $2,040,571 to $23,091,579 in 1970, and that the increase from 1961 to 1962 was 55.6 per cent.[58] The following figures for the University of Alberta further illustrate this:

	Volume in stock	Expenditures on books
1931	45,000	$ 12,000
1956	178,400	$ 42,700

Volume in stock		Expenditures on books (Cont'd)	
1961	288,338	$ 183,700	[59]
1970	975,486	$2,041,306.64.	[60]

Increasing book budgets and proliferating titles required new techniques for collecting. Downs has remarked that, as a university library approaches a certain size, its method of collecting will become more complex "at least in fields of maximum specialization."[61] Thus many research libraries in the face of mounting demands may find themselves collecting rather than selecting.[62]

Probably no other new trend in book selection has stimulated so much interest, controversy, and misunderstanding as the use of blanket and approval plans in collection building. Gore,[63] Dudley[64] and Coffin,[65] all support this method. A study by Axford noted trends that "reflect the intuitive genius and pragmatically oriented intellect of the profession probing several promising routes into the future."[66] He argued that proponents and opponents alike viewed approval plans largely in isolation from the total acquisition and processing system.[67] His study was to determine the savings in cost and man-hours achieved by the use of this programme. His conclusion was that approval and blanket ordering were here to stay, and libraries making use of these programmes were making significant savings in man-hours as well as achieving better coverage.[68]

A major criticism of blanket and approval plans is that they have brought into the library many unwanted titles. This stand has been maintained by those opposed to the Farmington Plan.[69] Even when the library does not have to accept unwanted items, there is

the expense and inconvience of shipping them back. Some librarians have seen in en bloc collection methods a worse abdication of selection responsibility by librarians to publishers and book dealers than ever to the faculty. Danton saw in it "a set of conditions [that] provides a perfect culture for the birth and maintenance of bibliothecally dangerous bacteria."[70]

In addition to these searches for a solution to collection building in academic libraries, recent thinking on machine book selection (computer assisted book selection) has been set forth by Morrison,[71] Rouse,[72] Payne[73] and Kosa.[74] Rouse points out, however, that book selection is a complex operation which is neither consistent, nor standardized, and therefore does not lend itself to automation. His title epitomises his view of machine application to book selection: "Automation Stops Here."[75]

Cooperative Efforts.

It will be noted that none of the theories thus far examined has provided a fully dependable formula for collection building in university libraries. Each has its advantages and obvious limitations. The search for a solution has therefore taken a new direction, that of joint responsibility, in which book selection is neither solely faculty-oriented, nor library-staff-centred, where items are chosen because the materials are really wanted. Danton has advised that no single title should find its way into any library unless someone has passed judgement on it.[76]

The library, Danton further asserted, "is usually the major laboratory and research instrument of the university and it is the

only true image of the totality of that for which the university stands and exists."[77] To build up a reputable image for the library, Lyle, in The President, the Professor and the College Library,[78] suggested that the proper approach was cooperation among all concerned. This joint effort should involve the administration, faculty and library staff. The president should be sympathetic to library needs and readily accessible to the librarian. The librarian should have a clearly defined and enlightened acquisition programme indicating objectives, levels of collecting responsibilities, and an effective organization. Above all, the library should be liberally funded. He reminded both the librarian and faculty of their "two-fold responsibility: to keep the collection up to date, and to fill gaps in the collection."[79] Lyle firmly believed that "no single individual should be allowed to exercise undue control over the activities connected with building the library collection."[80]

Lyle's stand was widely supported. Reporting on the situation at Harvard, Osborn[81] noted that there had traditionally been a sharing of collecting responsibility between faculty and library staff because of the magnitude of the operation.

Clarke and Cooklock recognized that "working closely with individual faculty members (in book selection) requires considerable time and patience from the librarians" but they were confident that "the results prove well worth the effort" because the best quality libraries were built "by faculty and library staff working together as colleagues."[82] The area of faculty-library staff cooperation in collection building has therefore developed as an effective and

rational approach. The Guide to Canadian University Library Standards (1961-1964) emphasized this in stating that "book selection should be the joint responsibility of the teaching staff and library staff."[83] Later (but not yet approved) standards reaffirmed this belief. After reviewing the problems of book selection in academic libraries, the compilers came to the conclusion that both faculty and library staff selections are hampered by equal if different weaknesses and advised that "the answer lies . . . in the grey area of cooperation."[84]

Book Selection Policies and Procedures.

In order to allow every selector to play his proper role, the draft report of the new Canadian Standards Committee (1971) maintained that "the particular expertise of each cooperating member can be recognized and set forth."[85] So also did Williams,[86] Duff and Berdahl,[87] Downs,[88] Danton[89] and Orne.[90]

However, Bach noted in his study that many university librarians are little concerned about written acquisition policies for following reasons:

1. Acquisition policies are difficult to formulate where it is not clear what university curricula and research intentions are.
2. Some librarians are satisfied with the status quo and do not want to be involved in changes that may stir up disagreements.
3. Acquisition policies may go out of date as soon as adopted. Nevertheless, some form of policy, preferably written, would facilitate the making of judgements and decisions.[91]

The evidence indicates that there is a recent trend towards formal book selection policies in university libraries. A recent study conducted by the National Library of Canada shows that 61 per cent of Canadian university libraries have laid down general selection policies either written or unwritten and that at least three have been published.[92]

Other measures recommended in the literature to enhance cooperation in book selection include:

1. Establishing an office to coordinate and guide book selection activities (Chapin and McCoy).[93]
2. Formalizing lines of communication between the faculty and the library staff in matters of book selection (Lyle).[94]
3. Supplying faculty with bibliographic information, and librarians with information on developments in academic programmes (Orr).[95]
4. Awarding responsibility for final decisions to the library, with the university librarian controlling the book budgets (Danton).[96] The role of the library committee should be advisory; its interference in selection is unwise and unnecessary.[97]

Foreign Area Studies: Selection of Materials on Selected Commonwealth Countries.

A problem area in selection is in foreign area study materials; publications from many of these places are difficult to acquire. Both their publishing and book trades are still poorly organized -- where they are organized at all. Various experiments in acquisition have

been tried by very many organizations. Typical examples are the Farmington Plan,[98] NPAC (National Program for Acquisition and Cataloguing) in the U.S.,[99] and SCOLMA (Standing Conference on Library Materials on Africa) in Great Britain.[100]

The best discussion, for the purposes of this study, on approaches to collecting in such areas appears in the papers presented to the Conference on the Acquisition of Material on Africa, University of Birmingham, 1969. In these papers, librarians who have had years of experience in acquiring materials from developing countries made the following recommendations:

1. Special arrangements: such as deposit accounts with the suppliers. A good example of this is the U.S. Public Law 480.[101] It was noted by Downs that, as early as 1961, Gibson had recommended this highly for Canadian academic libraries. He described the project as bringing back to Canada, with Canadian surplus funds, "riches of the culture of the East to which our universities, at least, are becoming increasingly alert."[102] This recommendation has now been implemented by Canadian libraries in the Shastri Institute Programme,[103] operated by the National Library in conjunction with some Canadian university libraries.
2. Exchange programmes: because some of the local publications of these places never find their way into the open markets, and many such publications belong to learned institutions and research organizations, an exchange arrangement is suggested. Reporting on the achievement of the Library of Congress Office

in Nairobi, Kenya, Moore[104] expressed deep satisfaction with the quantity and quality of materials received through exchanges.

3. Refinements: Rupp,[105] who has dealt with exchange programmes in detail, suggests the following:

   (a) Regional specialization: libraries collecting from unorganized areas can do better by concentrating on specific regions and may agree among themselves on some cooperative arrangements for the use of materials acquired.

   (b) Use of acquisition lists of established institutions collecting in the regions to be covered: many established institutions have several contacts and exchange arrangements and receive titles not normally noted in bibliographic tools. Use of such accession lists might help librarians learn of the existence of some titles they may never otherwise have known of.

   (c) Personal relationships: having close ties and buying arrangements with scholars who visit these regions from time to time to carry out researches or attend conferences has been found useful.

4. Bibliographic sources: Davies[106] recommended the use of special bibliographies from publishers, dealers, scholars, journals and institutions engaged in these area studies. This was in addition to establishing a working relationship with dealers who had special contacts with the particular regions the library was interested in. Davies outlined his own library

arrangements and emphasized that he succeeded in getting his most valuable things by establishing relations with the institutions of higher learning and booksellers within the countries of his special interest. Supply arrangements so made may be strengthened by occasional purchasing expeditions. Area collecting then, in common with collection building in general, has its special problems - problems, moreover, which cannot be separated from contemporary educational and publishing developments.

REFERENCES

[1]Gertrude Wulfekoetter, Acquisition Work: Processes Involved in Building Library Collections (Seattle: University of Washington Press, 1961), pp. 20-21, 33.

[2]Joseph Periam Danton, Book Selection and Collections: A Comparison of German and American University Libraries (New York: Columbia University Press, 1963), p. 13.

[3]John Seiler Brubacher and Willis Rudy, Higher Education in Transition: A History of American Colleges and Universities, 1636-1968 (Rev. ed.; New York: Harper, 1968), p. 88.

[4]Danton, Book Selection and Collections, pp. 31-32.

[5]Blanche P. McCrum, An Estimate of Standards for a College Library (Lexington, Va.: Washington & Lee University Press, 1937), p. 104.

[6]Danton, Book Selection and Collections, pp. 23, 34-82.

[7]Ibid., p. 26.

[8]Ibid., p. 30.

[9]McCrum, p. 104.

[10]Gayle Edward Evans, "The Influence of Book Selection Agents upon Book Collection Usage in Academic Libraries" (unpublished Ph.D. dissertation, University of Illinois, 1969), pp. 7-8.

[11]Newton McKeon, "The Nature of the College-Library Book Collection," in The Function of the Library in the Modern College, ed. by Herman Fussler (Chicago: University of Chicago Press, 1954), p. 51.

[12]Alfred C. Potter, "The Selection of Books for College Libraries," Library Journal, XXII (October, 1897), 39-44.

[13]William Madison Randall, The College Library: A Descriptive Study of the Libraries in Four-year Liberal Arts Colleges in the United States (Chicago: American Library Association and the University Press, 1932), pp. 105-107.

[14]Ibid., pp. 106-07.

[15]Ibid., pp. 106-07.

[16]Joseph Periam Danton, "The Selection of Books for College Libraries: An Examination of Certain Factors Which Affect Excellence of Selection" (unpublished Ph.D. dissertation, University of Chicago, 1935).

[17]Ibid., p. 1.

[18]Charles Bunsen Shaw, A List of Books for College Libraries: Approximately 14,000 Titles Selected on the Recommendation of 200 College Teachers, Librarians and Other Advisors (Chicago: American Library Association, 1931).

[19]Danton, The Selection of Books for College Libraries, pp. 92-94.

[20]Danton, Book Selection and Collections, p. 82.

[21]Joseph Periam Danton, "The Subject Specialist in National and University Libraries with Special Reference to Book Selection," Libri, XVII, No. 1 (1967), 55.

[22]Keyes Metcalf, "The Essentials of an Acquisition Program," in The Acquisition and Cataloging of Books, ed. by William Randall (Chicago: University of Chicago Press, 1940), pp. 82-83.

[23]Ibid., p. 83.

[24]Ibid., p. 83.

[25]Harry Bach, "Acquisition Policy in the American Academic Library," College and Research Libraries, XVIII (November, 1957), 441-51.

[26]Ibid., p. 446.

[27]Ibid., p. 450.

[28]Ibid., p. 450.

[29]Evans, The Influence of Book Selection Agents.

[30]Robert Orr, "The Selection, Ordering and Handling of Serials," in Selection and Acquisition Procedures in Medium-sized and Large Libraries. Papers Presented at an Institute Conducted by the University of Illinois Graduate School of Library Science, November 11-14, 1962, ed. by Herbert Goldhor (Champaign, Ill.: Illini Union Bookstore, University of Illinois, 1963), p. 74.

[31]W. R. Pullen, "Selective Acquisitions at Yale," in Studies in Library Administrative Problems: Eight Reports from a Seminar in Library Administration, directed by Keyes Metcalf (New Brunswick, N.J.: Rutgers University, Graduate School of Library Service, 1960), pp. 23-40.

[32]Maurice Tauber, "Faculty and Development of Library Collections," Journal of Higher Education, XXXII (November, 1961), 454.

[33]McCrum, p. 104.

[34]Keyes Metcalf and Edwin Everitt Williams, "Book Selection for the Harvard Library," Harvard Library Bulletin, VI (Spring, 1952), 200.

[35]Wulfekoetter, pp. 1-8.

[36]Robert Vosper, The Farmington Plan Survey: A Summary of the Separate Studies of 1957-61 (Urbana, Ill.: University of Illinois, Graduate School of Library Science, 1965).

[37]Edwin Everitt Williams, Farmington Plan Handbook, Revised to 1961 and Abridged (Ithaca, N.Y.: Association of Research Libraries, Cornell University Library, 1961)

[38]Emmerson Greenaway, "The Get 'em-all Theory of Book Buying," Library Journal, LXXXV (October 1, 1960), 3387-88.

[39]D. Gore, "Understanding Approval and Gathering Plans," in Advances in Understanding Approval and Gathering Plans in Academic Libraries, ed. by P. Spyers-Duran and D. Gore (Kalamazoo, Western Michigan University, 1970), p. 4.

[40]L. C. Coffin, "Blanket Book Ordering," in Selection and Acquisition Procedures in Medium-sized and Large Libraries. Papers Presented at an Institute Conducted by the University of Illinois Graduate School of Library Science, November 11-14, 1962, ed. by Herbert Goldhor (Champaign, Ill.: Illini Union Bookstore, University of Illinois, 1963), pp. 45-47.

[41]Evans, pp. 134-36.

[42]Ibid., pp. 63-64.

[43]Dana L. Roth, "Comments on Book Selection and Book Circulation Usage in Academic Libraries," Library Quarterly, XLI (April, 1971), 195.

[44]Paul Brixler, "Book Selection and Acquisition," in The Administration of the College Library, by Guy Lyle and others. (2nd ed.; New York: H. W. Wilson, 1949), p. 348.

[45]Evans, pp. 6-9.

[46]Robert Downs, "The Implementation of Book Selection Policy in University and Research Libraries," in Selection and Acquisition Procedures in Medium-sized and Large Libraries. Papers Presented at an Institute Conducted by the University of Illinois Graduate School of Library Science, November 11-14, 1962, ed. by Herbert Goldhor (Champaign, Ill.: Illini Union Bookstore, University of Illinois, 1963), p. 5.

[47]Robert Miller, "A Look in the Mirror, 25 years of University Librarianship," Library Journal, LXXXVII (October 1, 1962), 3379-83.

[48]Downs, "The Implementation of Book Selection Policy in University and Research Libraries," p. 5.

[49]Charles Burdick, "The Library and the Academic Community," Library Resources and Technical Services, VIII (Spring, 1964), 159.

[50]Metcalf, p. 83.

[51]Andrew Osborn, "The Development of Library Resources at Harvard: Problems and Potentialities," Harvard Library Bulletin, IX (Spring, 1955), 204-05.

[52]Rutherford D. Rogers and David C. Weber, University Library Administration (New York: H. W. Wilson, 1971), pp. 123-24.

[53]Osborn, p. 205.

[54]Robert P. Haro, "Book Selection in Academic Libraries," College and Research Libraries, XXVIII (March, 1967), 104-06.

[55]Cecil K. Byrd, "Subject Specialists in a University Library," College and Research Libraries, XXVII (May, 1966), 191-93.

[56]Ibid., p. 193.

[57]Greenaway, pp. 3387-88.

[58]Basil Stuart-Stubbs, Purchasing and Copying Practices at Canadian University Libraries (Ottawa: Canadian Library Association, 1971), p. 9.

[59]Edwin Everitt Williams, Resources of Canadian University Libraries for Research in the Humanities and Social Sciences. Report of a Survey for the National Conference of Canadian Universities and Colleges (Ottawa: National Conference of Canadian Universities and Colleges, 1962), p. 87.

[60]The University of Alberta Library, Report of the University Librarian to the President for the Period April 1, 1969 to March 31, 1970 (Edmonton: University of Alberta, 1970), p. 14.

[61]Downs, "The Implementation of Book Selection Policy in University and Research Libraries," p. 6.

[62]Robert Downs, Resources of Canadian Academic and Research Libraries (Ottawa: Association of Universities and Colleges of Canada, 1967), p. 64.

[63]Gore, p. 4.

[64]N. Dudley, "The Blanket Order," Library Trends, XVIII (January, 1970), 318-27.

[65]Coffin, p. 42.

[66]H. William Axford, "The Economics of a Domestic Approval Plan," College and Research Libraries, XXXII (September, 1971), 368.

[67]Ibid., p. 369.

[68]Ibid., pp. 370-73.

[69]Williams, Farmington Plan Handbook, p. 9.

[70]Danton, "The Subject Specialist," p. 55.

[71]Perry D. Morrison and others, "A Symposium on Approval Order Plans and the Book Selection Responsibilities of Librarians," Library Resources and Technical Services, XII (Spring, 1968), 133-39.

[72]R. Rouse, "Automation Stops Here: A Case for Man-make Book Collections," in Advances in Understanding Approval and Gathering Plans in Academic Libraries, ed. by P. Spyers-Duran and D. Gore (Kalamazoo: Western Michigan University, 1970), pp. 35-38.

[73]C. T. Payne and others, "The University of Chicago Library Bibliographic Data Processing System," (unpublished report, University of Chicago, October 1970)

[74]Geza Attila Kosa, Computer Assisted Book Selection Using Machine Readable Cataloging (MARC II) Tapes (Bloomington: Indiana University, Aerospace Research Application Center, 1972)

[75]Rouse, p. 35.

[76]Danton, "The Subject Specialist," p. 44.

[77]Danton, Book Selection and Collections, p. 2.

[78]Guy Lyle, The President, the Professor and the College Library (New York: H. W. Wilson, 1963), p. 45.

[79]Ibid., p. 45.

[80]Ibid., p. 39.

[81]Osborn, p. 98.

[82]Jack A. Clarke and Richard A. Cooklock, "Book Selection from Teachers College to University," College and Research Libraries, XXVII (May, 1966), 224.

[83]Canadian Association of College and University Libraries, Guide to Canadian University Library Standards. Report of the University Library Standards Committee of the Canadian Association of College and University Libraries, 1961-1964 (n.p., 1965), p. 19.

[84]Canadian Association of College and University Libraries, Trends for the Seventies: Guidelines for Canadian University Libraries. Report of the Second University Library Standards Committee of the Canadian Association of College and University Libraries (Montreal and Toronto: n.p., 1971), p. 45.

[85]Ibid., p. 85.

[86]Williams, Resources of Canadian University Libraries, p. 19.

[87]Canadian Association of University Teachers, University Government in Canada. Report of a Commission Sponsored by the Canadian Association of University Teachers and the Association of Universities and Colleges of Canada (Toronto: University of Toronto Press, 1966), p. 39.

[88]Robert Downs, "The University of Illinois Library," Library Trends, XV (October, 1966), 258-65.

[89]Danton, Book Selection and Collections, p. 133.

[90]Jerrold Orne and B. E. Powell, "The Libraries of the University of North Carolina and of Duke University," Library Trends, XV (October, 1966), 222-33.

[91]Bach, pp. 447-48.

[92]Andre Preibish, Collections and Collection Development in Canadian University Libraries (Ottawa: National Library, 1972), p. 21.

[93]Richard E. Chapin and Ralph E. McCoy, "The Emerging Institutions: Michigan State University and Southern Illinois University," Library Trends, XV (October, 1966), 275-85.

[94]Lyle, pp. 44-48.

[95]Orr, p. 74.

[96]Danton, "The Subject Specialist," p. 55.

[97]Downs, Resources of Canadian Academic and Research Libraries, p. 75.

[98]Williams, Farmington Plan Handbook.

[99]Helen M. Welch, "Selection and Acquisition of Foreign Publications," in Selection and Acquisition Procedures in Medium-sized and Large Libraries. Papers Presented at an Institute Conducted by the University of Illinois Graduate School of Library Science, November 11-14, 1962, ed. by Herbert Goldhor (Champaign, Ill.: Illini Union Bookstore, University of Illinois, 1963), pp. 79-89.

[100]Conference on the Acquisition of Material from Africa, University of Birmingham, 1969, Reports and Papers (Zug, Switzerland: Inter Documentation, 1969)

[101]Coffin, pp. 45-46.

[102]Downs, Resources of Canadian Academic and Research Libraries, p. 65.

[103]Ibid., p. 66.

[104]Alvin J. Moore, "A Review of the Library of Congress Program in Eastern Africa," in Conference on the Acquisition of Material from Africa, University of Birmingham, 1969, Reports and Papers (Zug; Switzerland: Inter Documentation, 1969), pp. 1-6.

[105]Britta Rupp, "Problems Concerning the Acquisition of Materials of African Origin," trans. by Dorothy Hamerton, in Conference on the Acquisition of Material from Africa, University of Birmingham, 1969, Reports and Papers (Zug, Switzerland: Inter Documentation, 1969), pp. 34-47.

[106]A. Davies, "Congo (Kinshasa), Burundi, Rwanda," in Conference on the Acquisition of Material from Africa, University of Birmingham, 1969, Reports and Papers (Zug, Switzerland: Inter Documentation, 1969), pp. 56-60.

CHAPTER II

PROBLEM AND METHODOLOGY

The great expansion of universities in recent decades, together with considerable change in teaching methods, has resulted in significant new pressures on the resources of university libraries. At the same time, despite significantly expanded book budgets, the dramatic post-war upsurge in publishing[1] has made the problem of selection more acute than ever.

This study is therefore intended to examine closely the existing practices in western Canadian universities, together with their theories of collection building.

The aspects being investigated are divided into three principal problem areas of collection development:

1. Book selection policies for academic libraries. It was thought necessary to find out whether those responsible for book selection in academic libraries have any principles guiding them, and, if so, to what extent they have been effective.
2. Who are the book selectors and what areas do they cover? This leads to investigating the degree of responsibility for selection, and how book selection duties are assigned.
3. Other factors influencing book selection, internal and external. Within the library, availability of selection tools and control of book budgets may affect collections. External influences, such as the library committee, may also

have some impact on assignment of book selection responsibilities.

As a double check, it was thought useful to examine specifically the effect existing policies and practices have on collection building in certain Commonwealth area studies in the libraries examined.

No attempt is therefore made to advance any new theory of collection building in academic libraries, nor to join in the debates whether faculty or library staff selection is the better. The study is intended to examine existing practices in actual academic libraries with a view to finding out how far developing theory from Danton to Evans has influenced methods of collection building in the seven university libraries studied, and with what results.

The Universities and Their Libraries.

To approach the study of selection policies, procedures and practices in the university libraries studied, a brief introduction to the universities and their libraries is included.

Seven university libraries of western Canada were chosen. These institutions are of two types:

1. The older universities of western Canada founded in the early twentieth century.
   (a) The University of Alberta in Edmonton, founded in 1906.
   (b) The University of Saskatchewan in Saskatoon, founded in 1907.
   (c) The University of British Columbia in Vancouver, founded in 1908.

2. The new universities developed during the second half of the century.

   (a) The University of Saskatchewan, Regina Campus, which attained its present semi-autonomous status in 1961. It began as a church school in 1911 and was taken over as a junior College of The University of Saskatchewan in 1934.

   (b) The University of Victoria, granted autonomy in 1963, which began as Victoria College in 1903, from 1903 to 1914 was affiliated with McGill University, and from 1914 to 1963 was a junior college of the University of British Columbia.

   (c) Simon Fraser University in Burnaby, British Columbia, was established in 1963 by the Act of the Provincial Government and opened in 1965.

   (d) The University of Calgary, which became autonomous in 1966. It was established in 1945 as the University of Alberta, Calgary Branch, and also began as a junior college.

Each university offers both undergraduate and graduate programmes and grants its own degrees. Each has areas of concentration in the sciences, social sciences and the humanities. Three (the Universities of Alberta, Calgary, and Saskatchewan, Saskatoon) offer some courses on the Commonwealth countries included in this study, while three (the Universities of British Columbia, Simon Fraser, and Victoria) have established area studies programmes concerning some part of the Commonwealth countries specifically investigated here.

It is hypothesized in this study that the older universities are likely to favour the traditional approaches to book selection in North America, while the younger ones will be more likely to have been influenced by recent concepts in collections development. A common characteristic of the "younger" institutions is that each, with the exception of Simon Fraser University, branched out from the older institutions within its province. It was deduced therefore, that however much the new ones may have been influenced by new ideas, they may still retain some inherited tendencies from the older ones.

Preliminary Data Collection Techniques.

1. The calendars of the universities were checked to collect information on the courses offered in social sciences and humanities. Then, because certain Commonwealth studies have been singled out to demonstrate in the study how collection building techniques may affect some area studies, the courses offered in Commonwealth area studies were noted. A list of such courses (and their respective levels) offered by each university was compiled. (Appendix D)
2. A questionnaire exploring the application of the new methods of collection development was drawn up. (Appendix B). The questionnaire was pretested, using experienced librarians and faculty members of the School of Library Science. It was then sent in duplicate to each university library with the intent that one copy be returned for study before follow-up visits to the libraries took place.

3. A separate list of topics was drawn up as a guide for discussions with those faculty members who participate in book selection on Commonwealth area studies. (Appendix C). Six libraries responded by mail, and during the site visit, the remaining library completed its questionnaire; therefore a 100 per cent response to the questionnaire was achieved.
4. The university libraries were visited between August 4th and 31st, 1973. Librarians responsible for book selection and those connected with order processing were interviewed. The numbers interviewed in each library are given in Table 1. Heads of collections departments were interviewed first to clarify answers returned in the questionnaires. Then, the library card catalogues and acquisition areas were checked for tools used in selecting books for Commonwealth studies. Other librarians involved in book selection and collection building were also interviewed concerning their responsibilities. They were asked particularly to describe the uses they made of some of the bibliographic tools found in their sections, or the areas they covered. The faculty members available were also interviewed. These included library representatives, those offering courses on appropriate Commonwealth areas, and those chairmen of teaching departments who influence book selection arrangements in their departments. But as this visit was undertaken during summer, many faculty members were on holiday. The members interviewed in each university are given in Table 2.

Some university librarians were also interviewed on policy matters, especially with reference to book fund allocation and its rationale, and library committees and their roles in collection building.

All answers were recorded, and the data collected were coded, where possible. The libraries were then separated into three groups according to the roles their staff play in collection building. This grouping is partly adapted from Bach,[2] but mainly from the evidence derived from the data collected. The libraries were therefore grouped according to the degree of influence that current professional ideas have on book selection activities.

The Groups.

A. Libraries in which librarians actively participate in book selection:

University of British Columbia, (designated as UBC or A^1)

Simon Fraser University, (designated as SFU or A^2)

University of Victoria, (designated as UV or A^3)

B. Libraries which combine both old and new approaches to book selection, both faculty and librarians participating equally in book selection:

University of Calgary, (designated as UC or B^1)

University of Saskatchewan, Regina Campus, (designated as USR or B^2)

C. Libraries of the older universities in which the traditional methods are still predominant:

University of Alberta, (designated as UA or C^1)

University of Saskatchewan in Saskatoon, (designated as USS or C^2)

It should be added that items of information collected from both questionnaire and oral interview were later cross-checked with the official records of the universities before data analysis took place. Such records included reports of the university librarians, library bulletins, course outlines from the teaching departments connected with problems of collection building in Commonwealth area studies, and such acquisitions policy statements as were available.

REFERENCES

[1] In North America alone in 1966, 62,337 titles were published, and in 1970, 70,000 titles. In Great Britain the corresponding figures were 28,789 and 33,000:

Publishers World, 1969-70, (New York: R. R. Bowker, 1969), pp. 80-81.

Bookseller: The Organ of Book Trade, (London, J. Whitaker & Sons, 1971), p. 331.

[2] Harry Bach, "Acquisition Policy in the American Academic Library," College and Research Libraries, XVLII (November, 1957), 446.

CHAPTER III

DATA ANALYSIS

PART 1: BOOK SELECTION PRACTICES

Group A and B Major Differences

Group A Libraries	Group B Libraries
Have separate selection departments with staff solely devoted to collection building	Have no separate selection department: selection is done within subject divisions
Department heads coordinate all selection activities and make final selection decisions	Coordinate at divisional level
Do bulk of selecting - ask faculty for advice	Divisions lean heavily on faculty for selections guidance
Have sporadic collaboration with faculty	Have close and constant collaboration with faculty
Possess written policy statements, two of which are published	Are currently drafting policy statements
Have special arrangements for gathering Commonwealth materials	Have no special technique for gathering Commonwealth materials.

SFU (A^2) resembles group B in that it also has a subject divisional arrangement and relies on faculty library representatives for assistance in book selection, but not as much as do the B group of libraries, for SFU has a collection development librarian who directs and organizes collection development activities.

Group A and B Major Similarities

1. Library staff participate in book selection at all levels and in all areas of knowledge treated in the university.
2. The library has full control of the book fund.
3. There is no external interference in collection building - there exist established formal and regular means of communication with the teaching staff.
4. Every selector is specifically assigned some areas of subject responsibility to cover - selections made by both librarians and faculty members are coordinated within the library.

Group C

The two libraries in group C are distinctive in not having changed much from orthodox methods. However, serious efforts are now being made to break away from the bonds of tradition. For example, both libraries have established selections departments and hired bibliographers. But the selections departments are headed by librarians who oversee selections made by the library staff only, and the library staffs are limited to specific areas of knowledge for book selection. UA is working on the completion of a written selection policy. USS attempted formulating one in 1969 but gave up for lack of staff.

Factors Influencing Book Selection

The figures in Table 3 illustrate some basic factors influencing book selection operations in the academic libraries under study.[1]

The importance of the figures lies in their general picture of collection building in each university involved in the years 1970-72. 1970 was the actual year to be covered in this study, but since figures for that year were not available for all the libraries, figures for the year either immediately before or after were used instead and these are indicated in brackets.

It may be seen from Table 3 that the sum of money involved and the amount of work required to spend it wisely was substantial. The first question to be discussed, therefore, is whether selections librarians have any common precepts to guide them in the disposition of their funds.

Four major elements should concern a university library administrator in his efforts to develop his collections:

1. The academic objectives of the university which the library reflects.
2. The resources of the library, including existing collections, financial support and the strength of the library personnel.
3. The selection policy, written or unwritten.
4. The size and nature of the university community and the use made of the library.

This part of the study is basically concerned with item three. But as the four are so closely related, it may be useful to sketch their inter-relationship. Academic institutions usually produce from time to time, in one form or another, written statements of their main areas of interest in teaching and research. Academic departments within the university also produce course listings and outlines. The

legal instrument establishing a university often gives in broad outline what the teaching and research activities of the university will be. These documents constitute the basic data for a librarian to understand the form and level of materials required to support the university program.

The university librarian budgets within the financial limitations of the university for the library requirements. The budget includes money for books, salaries, and equipment. To assess the use of collections, librarians keep records of readers, and books consulted, borrowed or reserved.

The formulation of explicit statements on the guiding principles of collection building in university libraries is a recent development in Canada. Hence these attempts to determine the guidelines for the decision-makers in the seven universities.

The questionnaire in this area was designed to determine:

1. Whether the libraries have book selection policies, written or unwritten.
2. Who selects.
3. How selection is made.
4. How the book funds are spent.
5. The effect of procedures and practices on collections development of Commonwealth area studies.

PART 2: BOOK SELECTION POLICIES

Table 4 outlines the answers given by the librarians concerning their book selection policies.

Reaction to Policy Statements

The in-house library bulletin of UBC reported in December, 1970, "Faculty Library Guide Well Received."[2] A special issue of the library bulletin had published library policies, including selection policies. Faculty members were each given a copy together with a questionnaire asking them to study the policy statement and comment on it. Detailed analysis of the responses showed that 85.3 per cent of those who returned the questionnaire were very pleased with the format and contents of the policy.

The remaining 16.7 per cent were not opposed to the policy, but were concerned about certain aspects of it. In the two libraries which have made their policies known to their community, all evidence points to favourable faculty reaction and willingness to cooperate.

Up-Dating the Policies

Three university libraries have established formal procedures for reviewing policy. In UBC there is a selection committee which meets annually, and may be assembled at any time on the invitation of the collections development librarian. This annual meeting reviews past performance in collection building, examines problems that may have arisen, and allocates the work for the year ahead. Any decisions requiring changes in the policy are published in the library bulletin. Significant changes may be recorded in the annual report of the university librarian. Provision is made for a biennial review of policy.

In SFU the policy has just been completed and circulated to the faculty library representatives for comment. A faculty member interviewed stated that "no one has any objection to library collections policy nor library staff participation in collection building. Once the books are there, in their proper places, the faculty members would hardly bother about how they were acquired."

In this library too, there is already machinery for assessing and reviewing policy. Each library subject division has a committee made up of senior divisional librarians and faculty representatives who, as at UBC, meet to review the situation from time to time on the invitation of the library division heads. The chairmen of these committees are elected annually from among the faculty library representatives.

In UV there is no formal committee, but it is traditional for the collections development librarian to call a meeting of the library representatives each new session to review the library selection objectives for the year. In such meetings (which senior librarians also attend) problems that may have arisen in the past year will be carefully looked into and resolved. Any decisions taken are published, as at UBC.

Librarian Opinion

The librarians of the three universities expressed deep satisfaction with the way faculty members are cooperating in the implementation of the policies.

Incomplete Policies

Since the policies of the libraries in group B (UC and USR) are not yet completed, and the original drafts were not available for inspection, no comment is yet possible. However, it is possible to comment on the active roles the faculty representatives are playing in preparing policy. They participate in the divisional meetings where these drafts are discussed and amended. They help in providing basic information with which to formulate the statements, and they have kept their committees informed on any changes that may have taken place since the exercise began.

Libraries in group C have made little progress in this direction. USS made some attempts to draft a policy in 1969, but postponed it indefinitely because of shortage of staff. UA is just beginning, having circulated questionnaires to faculty members to gather data from which the statements will be drafted.

Collection-sharing in British Columbia

Before the policies of group A libraries (UBC, SFU, UV) were completed, the collections development librarians of the three libraries met and resolved to carry out surveys of their holdings and agree on areas of major collection building emphasis for each institution.

The university librarian of UBC summarised the purpose of this exercise in his annual report of 1970-71:

> The problem of reconciling shrinking budgets, increased production of literature, growing collections and limited space are ones which all research libraries are facing. In British Columbia the three public universities have been working for a number of years on common solutions to these problems. Where overlapping programs of institutions do not make it impossible, they have been attempting to coordinate collections and development in order to avoid unnecessary and expensive duplication and triplication.[3]

The end product of their years of cooperative efforts in library acquisitions is contained in the first report (April 1971) of the Tri-University Libraries Collections Task Force.[4] The report recommended the dividing of areas of acquisition responsibility among the three libraries. UBC was designated as the main resource centre for the three universities and may collect in depth in many areas, excluding the special areas of the other two. It will also be primarily responsible for collecting, extensively and intensively, Asian studies materials. SFU was made responsible for collecting African study materials, the main area of concentration being sub-Saharan Africa. UV was to be responsible for collecting in the area of the South Pacific rim.

The document also recommended reconciling expensive items. All single titles costing more than $500 must be discussed and approved by the three universities before the interested library may buy. There is emphasis on avoiding duplication in foreign area study materials.

This cooperative acquisition policy has very greatly influenced the framing of individual library policies. Each policy clearly states where it will not duplicate in respect of what the others are doing. There are basically four levels of collecting in

each university:

1. Assembling core collections of basic works. This includes:
   (a) Reference tools.
   (b) Standard undergraduate works.
   (c) Works required for no particular courses offered by the university, but needed for general information and updating in current affairs.
2. Collecting works at advanced levels, especially specific requirements for graduate studies.
3. Collecting intensively in specialized scholarly fields.
4. Assembling in depth unique collections, including archival, map and non-book materials.

The most comprehensive of the three policies is that of SFU. It opens with clear definitions of the library's objectives, then outlines the levels of collecting. The policy assigns selection responsibilities, indicating the areas which are faculty responsibilities and those which belong to the library staff. The final decision in book selection lies with the collections development librarian, whose responsibilities are clearly stated. The library staff select, essentially the core collection; faculty, the research material. The bibliographers, however, are expected to ensure, through regular checking of national, trade and special subject bibliographies and catalogues, that all selectors cover their areas of responsibility consistently. In addition, each bibliographer has some subject fields within his area of specialization or interest to cover.

The SFU policy goes on to outline what qualifies a title for inclusion: it must be related to a university course and must not duplicate material in the other universities unless it is absolutely necessary to do so. UV policy further indicates that certain government documents on Commonwealth studies already available in the Provincial Library will not be duplicated in the university library. It also provided readers with some guidance on how to obtain such materials from the Provincial Library.

Other significant acquisitions aspects covered by the British Columbia policy statements included:

1. Conditions for duplicating library materials.
2. Library staff selection duties and responsibilities to faculty selectors.
3. Faculty procedures in recommending titles.
4. Faculty-library staff relationship in selection matters.
5. Library staff participation in academic programmes.
6. Planning and policy making committees, and the role of the faculty library representatives.

Finally, the book budgets were analysed and the bases for fund allocations outlined. This included allocations to teaching departments in UBC and UV and library divisions in SFU. UBC provided details on library staff selectors and the areas they co·

PART 3: BOOK SELECTION PROCEDURES

The data in this part of the study will show to what extent each library's selection activities have moved from faculty to library

staff selection. Book selection arrangements fall into the following groups:

1. Libraries with collections development departments and collections development librarians as heads (usually very senior staff members), bibliographers and subject specialists selecting in all subject fields, and visible practical elements of faculty library staff cooperation. These qualifications are typical of the situation in group A with particular reference to UBC and UV. SFU differs by having a divisional arrangement. But, it has a collections development librarian to oversee all selection matters.
2. Libraries with separate selection departments staff including bibliographers and subject specialists who select in specified areas and at certain levels. Group C (UA and USS) represent this category, though a slight difference exists between UA and USS. UA has an officer fully responsible for collections development and it is hoped he will coordinate and supervise all selections when the library selections policy is completed and adopted. USS has a bibliography department headed by professional staff. Their book selections are basically retrospective; their main responsibilities are bibliographic searching and compiling lists of desiderata in their particular subject fields. These lists are used for filling gaps. Quite often the lists are submitted for review to faculty members teaching the subjects concerned.

3. Libraries with subject divisional arrangements whose bibliographers and subject specialists are appointed within the subject divisions. Each division is headdd by a bibliographer or subject specialist. Areas of book selection responsibility are shared out according to subject fields of specialization or interest. These specialists combine book selection with other library duties and select in all subject fields at different levels. The heads who coordinate both library staff and faculty recommendations spend some 75 per cent of their time on selection duties alone. The rest give between 20 and 50 per cent of their time to book selection. This is the practice in UC, USR and SFU. But unlike SFU, UC and USR have no overseer of selections. Their coordination stops at the divisional level.

In all those libraries where reference exists as a separate department, reference librarians are responsible for the acquisition of reference materials. Where reference is a part of the divisional arrangement, as in UC, USR and SFU, subject specialists and bibliographers in the divisions include pertinent reference materials in their selection duties.

The figures given in Tables 5 and 6 for frequency and percentage of selection done by faculty members and library staff, as well as the estimated percentage of bibliographers' time taken by book selection in libraries with divisional arrangements, must be regarded as approximations. Librarians in these institutions do not keep separate records of selections made by either faculty or

library staff. They also keep no records of time spent on selection duties. This would be particularly difficult for librarians who combine book selection with reference duties and other library assignments.

In those libraries where allocations are made to teaching departments, as in UBC, UV, UA and USS, recommendations made by faculty members within the limits of departmental allocations and signed by faculty library representatives are forwarded to the acquisitions departments where they are processed and ordered.

Even in those libraries having divisional arrangements, recommendations made by the faculty in their areas of specialization are not usually queried unless they are very expensive, in which case the titles are discussed with faculty representatives on whose advice they may be ordered or not. Acquisition records examined showed total number of titles recommended by all selectors, and total ordered; there was no sepearation of the figures by selectors or departments.

The figures in Table 6 demonstrate the relative percentages of selections made by faculty on the one hand and the library staff on the other. They also show the range of differences that exist between the two largest libraries in the study, UBC and UA. UBC scores highest in library staff selection and UA highest in faculty recommendations. At UC faculty-library staff selections are equal.

While the percentage for UBC seems very high, many current books are received through blanket orders, standing orders and approval plans. In 1970, the current book budget stood at $1,255,141

and total expenditure on current books acquired through approval plans amounted to $155,942 (about 12 per cent). The parameters for these orders were originally worked out jointly by the faculty members and the library staff. As the items come in, faculty members occasionally help in screening and evaluating them. But bibliographers here, as well as at UV, include in their selection duties the screening, evaluating and occasionally the reviewing of titles received, before decisions are taken as to whether these items will be accepted or rejected. Each bibliographer has some specific subject fields assigned. This method of handling blanket and approval plans orders is significantly different from that of UA where extensive blanket and approval plans are also used. At UA, items received on approval orders are processed without further screening by librarians in the acquisitions department. Only doubtful titles in some foreign language materials are referred to bibliographers, subject specialists and faculty members. Therefore, in Table 6, titles received in blanket orders at UBC and UV are included as library staff selections while at UA they are included as faculty selections.

Faculty Book Selection

The data show that many libraries hold different views about the degree of the faculty participation desirable in book selection. These views not only vary from one group (as they are grouped in this study) to the other, but also within the same group.

One question asked was whether all faculty members have the right to select not only in their subject fields but also in other

areas. Table 5, line 1, shows that at least in UA, not all faculty are free to recommend even in their own areas of specialization. This may be a special case, but it was noted during the interview with faculty library representatives that some representatives and departmental chairmen do almost all the book selection for their departments. Occasionally and in specialized areas, they may ask some of their colleagues to help. In the history department of USS, a professor on part-time staff in the department spends all her time on book selection and recommends in many areas covered by the department. But in other universities, recommendations of faculty may be mainly titles suggested in connection with their work or which they come across in their reading.

Common Practices Among Faculty Book Selectors

In every institution, every department has a faculty library representative. It is also usual (in some universities written into library policy) to require all recommendations originating with the teaching department be signed by these representatives.

Some faculty members consult librarians in library matters affecting their work. Quite often this is done by library representatives on behalf of their teaching colleagues.

Varying Practices

The range of differences in the approach to book selection is such that no detailed account of it can be given here. Only major institutional differences and a few significant departmental ones will be discussed briefly.

The main institutional differences involve:

1. The extent to which faculty members select in all areas.
2. Fund allocation or non-allocation to teaching departments.
3. Methods of assigning selection duties to faculty members.
4. Faculty areas of selection responsibilities.
5. Degrees of faculty-library staff cooperation in book selection.
6. Degree of faculty use of selection tools.
7. Status of the faculty library representatives in teaching departments.

It has been pointed out that not all faculty select in the UA. The data collected show that, even where all faculty members are supposed to be recommending, faculty selection is limited to their areas of teaching and research expertise. There is a certain degree of financial control exercised in some departments. At UA, USS, UBC and UV, it was noticed that faculty representatives and in some cases departmental chairmen insist on recommendations being titles needed for departmental work. When inter-disciplinary materials, which many departments may need, are noticed -- especially the expensive ones -- an interdepartmental meeting will be held of all the departments likely to be interested in the item. The meetings may be, in effect, informal consultations among the library representatives, but the important thing is that the title can only be ordered if one department voluntarily offers to accommodate the cost in its allocation. In some of these libraries, the allocations may be just enough to cover standing orders, subscriptions, back files, bulk

purchases and important special requests. This is the problem with some materials required for foreign area studies, especially where a title exceeds a specific price. In one library the ceiling is $25, in another $50.

Even in those universities where allocations are not made to individual teaching departments, subject divisional heads apply the same sanctions to titles not related to their areas of responsibility, though such titles may be referred to the appropriate subject divisions for consideration. But the problem is that subject divisional heads normally deal with library representatives and professors in the divisional head's subject fields of coverage and may not give such titles serious consideration except on the advice of the faculty members in their own subject divisions.

This perhaps is where the existence of the office of collections development librarian could be found very useful. In this group all such irreconcilable cases, provided the materials are of scholarly value, are accommodated by the general funds on approval of the collections development librarian.

Fund Allocation and Assignment of Selection Duties in Teaching Departments

UBC, UV, UA and USS assign specific portions of the book fund to teaching departments. Some libraries possess formulae for doing this, while others do not. In UA, the university librarian himself has no hand in determining the amounts. The result is that allocations are made to departments according to their individual abilities to convince the library committee of need.

In some of these teaching departments, collections development in compartmentalized and new fields are at the mercy of the departmental chairmen, who have direct control of funds. If they do not like the programme they may refuse to support it. In other departments, the library representatives control the funds and report to the chairmen. In one department, it was reported that faculty members share out the fund and all recommend as they like. However, in universities where there are teaching department selection committees, the committee members meet at the beginning of each new session to review allocations and requirements. Their selection duties are shared out and the fund control is left with the library representative.

This brief survey of the handling of allocations shows that, in some libraries, assignment of selection duties in teaching departments depends on how the fund is handled in a particular department. Faculty participation and freedom to select also depend on how the library representative, or the departmental chairman, or a committee of the department intends to operate the book fund.

In UC and USS there is a clear pattern. Here each subject division receives an allocation. All faculty members teaching in the departments encompassed by the division are not only free to recommend but are encouraged by the library staff to do so. Librarians' selection duties include forwarding bibliographic tools to faculty selectors, bringing to their notice titles related to their work, checking bibliographic tools to ensure that all areas of interest to the division are covered, making themselves and their services available to the faculty members when needed, and systemat-

ically monitoring the collections in their subject fields.

Faculty Areas of Selection Responsibilities

It has been noted in the section on policy statements, that some levels of collection building are faculty areas of special interest and are exclusively reserved for them. Different libraries, however, placed different emphases on the proper role of the faculty in selecting in these areas.

At UBC and UV in particular, faculty members select mainly out-of-print materials. The librarians there stated that faculty should be relied upon to fill gaps including all items not supplied on blanket and approval plans and not noticed by the bibliographers. Such items, judging from the blanket order coverage in UBC and the number of bibliographers selecting in both institutions must be few. Thus, faculty book selection of current works in this group is limited to specialized titles in foreign area studies not covered by their network of blanket and approval plans.

In UA and USS, the librarians are inclined to believe that the library staff should, with their bibliographic tools, be in a better position for retrospective selection. Here the faculty members select current works (not supplied by blanket and approval plans) needed for their teaching and research. Then the selection department, staffed with bibliographers, evaluates the collections, monitors strengths and weaknesses, searches special and general bibliographies, compiles lists of desiderata, submits the specialized lists to faculty members and the general ones to the collections development librarians (in UA) or to the head of bibliography

department (USS), who will review them and make the final decisions.

Faculty-Library Staff Cooperation

Differences in approach are also observable in these libraries in faculty-library staff cooperation. Librarians view cooperation in different ways. In USS the librarians feel that, once the teaching departments are given their allocations, librarians should no longer concern themselves about what the faculty members are doing with the book funds. It is the business of the faculty members to spend their allocations as they wish. In this particular institution, the answer to the question concerning faculty members obtaining bibliographic information and advice from the library staff was "we presume that faculty members are knowledgeable in their fields and read their professional literature, which always contains book reviews and announcements of titles of interest." In the opinion of these librarians, the faculty members need neither assistance nor encouragement from the library.

It was noted, however, that if faculty members make requests, such as asking the library staff to compile bibliographies or supply catalogues, the librarians will not hesitate to attend to these requests.

Another area where the degree of cooperation varies is in the evaluation of materials received from blanket and approval plan vendors. In one library this material is processed almost without reference to faculty members. At one point, an English department was moved to protest when their section in the library was being "consistently filled with junk in the name of American fiction."

This situation applied mainly to UA and USS.

In UC, SFU, and USR the situation is better, with real cooperation achieved at all levels. Divisional meetings are attended by faculty representatives and senior divisional librarians. The meetings deal with all selection problems as well as other library matters. Meetings are held in every division at the beginning of session and may be summoned again as need arises. Here library representatives actively participate in book selection at all levels. They consult the library staff and are consulted in return. They take part in screening the blanket orders and advise on bulk purchases.

In UBC and UV the approach is the same, with the exception that faculty members are not as deeply involved in screening blanket and approval materials. An interesting practice in this group is the involvement of library staff in the affairs of teaching departments and faculty members in library matters. Each teaching department has a selection committee which appropriate bibliographers attend. Librarians are also members of the curriculum development committees. The library as a matter of routine receives all minutes of important meetings in which decisions with library implications are taken. With these and other official publications, librarians are regularly kept abreast of the affairs of the academic departments.

Faculty Use of Selection Tools

Certain general characteristics may be observed concerning faculty use of some aids to book selection. Because they tend to select more in their own areas of specialization, faculty members who select current books depend heavily on publishers' or dealers'

catalogues and these are mainly of publishers and dealers specializing in their subject fields of interest. Some faculty arrange to have such tools mailed directly to them. In some universities, library representatives make these arrangements for their departments. Other bibliographic aids include accession lists of institutions specializing in faculty areas of interest. Selectors also use special bibliographies and find their scholarly journals and book reviews mostly dependable. Subject bibliographies may also be used for evaluating collections in subject fields and filling gaps.

As many faculty interviewed were involved in selecting in special area studies, it was also noticed that they make special arrangements whereby they correspond with learned institutions and obtain bibliographic information and announcements of new publications, as well as unpublished conference papers. For example, one scholar is in regular contact with the Nigerian Institute for Social and Economic Research in Ibadan, receiving publications and unpublished papers. Another has visited East Africa and has established contacts with the universities in Kenya, Tanzania, and Zambia and receives bibliographic information and publications from them. Many subscribe to various journals. All the English professors interviewed subscribe to the Journal of Commonwealth Literature.

While some libraries do not bother about how the academic departments go about selecting books, in other libraries the supply of bibliographic tools to the faculties is very well organized. In UBC and UV, faculty receive mainly out-of-print catalogues and occasionally special subject field bibliographies of current

publications. The libraries also have special shelving for periodicals and book reviews newly received and professors may go to these shelves to consult them. The materials are left for two weeks before they are merged with the collection.

In UC, USR and SFU, all faculty members selecting in Commonwealth area studies, at least, are on a regular library mailing list supplying bibliographic tools for book selection. Materials supplied for book selection are allowed to remain with the professor for 48 hours.

Time Given to Selection Duties

It was not easy for professors to assign a percentage of their time to their varying selection activities. Some allocate a few minutes to checking catalogues and other selection tools first thing in the morning, but many find it difficult to say when exactly they devote any part of their working hours to selection. Some library representatives stated that they spend about 10-15 minutes every week to collect and review recommendations from their colleagues. During the peak periods, usually at the end of the financial year and sometimes during summer holidays, they spend two or three weeks together in almost daily scanning of bibliographic tools and in making recommendations, either to ensure that remaining allocations are committed or to reconsider materials set aside earlier.

Nor could librarians estimate the quantity of recommendations made by individual selectors at any given period. Because these figures are not available, the estimates indicated in Tables 5 and 6 are of limited value as bases for comparison between time given to

book selection and that given to other duties by the faculty book selectors.

Faculty Representatives

Some teaching departments do not take the office of faculty library representatives seriously. In one university, the librarians stated that the appointments of faculty library representatives are entirely the responsibility of the academic departments concerned. The result is that, in teaching departments headed by chairmen who are not particularly concerned with collection building, juniors who have no strong influence are asked to serve. In such departments, no efforts are made to coordinate selection activities much less to hold meetings to discuss sharing of book selection duties. Nobody questions, or scrutinizes, or tries to reconcile recommendations made by senior members, some of whom send their requisitions directly to the library for ordering. In some departments where senior members volunteer to serve, they make book selection a secondary matter in their list of priorities. In selection, they tend to pay attention to their areas of personal interest. But senior members appointed by departmental chairmen are known to be more effective. Failure to recognize the importance of the faculty library representatives is particularly notable at the UA and USS, as is failure to coordinate selection activities of teaching departments.

Library Staff Book Selection

Table 7 shows the number of qualified library staff involved in collections development activities in each library. Indications

are also given as to the years of experience of the librarians concerned. Neither figure should be given great weight, as the figure for years of experience specifically in book selection could not be collected.

The table shows that libraries in UBC and UV have more qualified selectors than the others, and those in UC and USR have fewer years of experience than librarians in the other groups. They also have fewer holders of higher degrees. These factors may not affect efficiency in selecting, but they may indicate why their respective selection activities are organized as they are. Selectors in UC and USR have been said to lean more on faculty cooperation, while those in UBC and UV act fairly independently in a number of selection responsibilities.

Book Selection Patterns in the Libraries

In UBC, UV, UA and USS, there are bibliographers and subject specialists in a separate selections department. In UC, USR and SFU, the bibliographers and subject specialists operate within the subject divisions where they combine book selection with reference and other public service duties.

The bibliographers and subject specialists in UBC, SFU, UV, UC and USR select in all areas of knowledge. In UA and USS they select in specific areas. Bibliographers in UBC, SFU, UV, UA and USS work full-time in book selection and related activities. These bibliographers are mainly language bibliographers and in UBC, SFU, UV, UC and USR they select in all subject fields of social sciences and humanities in their languages of specialization. There are separate

physical and life sciences bibliographers.

Book selection duties are shared out among the bibliographers and subject specialists according to their areas of specialization. UV has an additional "out-of-print" books bibliographer who is responsible for scanning and distributing "out-of-print" catalogues to faculty members in specialized areas and recommending in general ones.

The main responsibilities of the bibliographers are:

1. Scanning and checking all bibliographic tools (trade and national bibliographies), marked and sent by vendors supplying blanket and approval plan books. They do this to ensure that only the required titles are being sent and no books which the library should acquire are missed.
2. Checking special subject bibliographies and using the titles in them for evaluating library collections in their respective areas of coverage. Such checking usually yields lists of desiderata for subsequent purchase.
3. Receiving all bibliographic tools for their subject fields of responsibility, scanning them and distributing them to appropriate faculty members.
4. Receiving items supplied on blanket and approval plans and screening them, with or without the assistance of faculty colleagues.

In UBC, SFU, UV, UC and USR, librarians have the additional duty of listing forthcoming titles in the subject fields of their responsibility and drawing the attention of faculty members to these

titles.

Frequency of Selection

In the library too, it is hard to assign specific figures for hours spent on selection duties. Even bibliographers in UBC, UV, UA and USS, supposed to be working full-time on book selection, were found to be giving some of their time to administrative duties and meetings. No records were kept for the quantity of items selected by individuals. Selectors themselves could not give any estimates of output in a given period. It is not therefore possible to make any comparisons in the productivity of full-time and part-time selectors. To make comparison more difficult, Table 3 shows that factors like heavy funding can upset any differences that may have been made by number of selectors and the amount of time they put in. The table shows that more books are added yearly to the collection of the library that has bigger book budgets, no matter how the selections were made.

Coordination of Selection Activities

In UBC, SFU and UV, the collections development librarians coordinate all selections made by the faculties and the library staff members. Only expensive titles recommended by faculty are referred to the office of the collections development librarians. Sorting and eliminating duplicates are handled in the group by a separate bibliographic searching department. The duties of this department include:

1. Checking requisitions against library records to ensure that the titles are not already in the library, on order, or

covered by the blanket and approval plans.

2. Checking bibliographies to make sure the bibliographic information given is correct.
3. Isolating titles that other library holdings are likely to have covered, as well as identifying the expensive ones. Items in these categories are referred to the office of the collections development librarians for a ruling on whether they will or will not be ordered.

In UC and USR coordination is carried on at the division level. A kind of coordination of library staff recommendations only exists in UA and USS, where the selections departments receive and review selections made by the bibliographers, subject specialists and reference librarians. In UC, USR, UA and USS however, problems beyond the competence of heads of divisions and library representatives are referred to the chief librarians who may in turn take them to the university administration for solution.

Bases for Selecting

The selection policy for SFU states that "A publication is purchased when it appears that most of the following criteria apply:

1. It relates to courses and programmes offered at the university.
2. It will be useful to a substantial number of faculty and students.
3. It is of strong general interest and has sufficient intellectual content to be of concern to an academic readership."[5]

Other librarians give other considerations for accepting titles without hesitation, as follows:

1. Publications of learned societies and academic institutions.
2. Publications of reputable publishing houses especially in subject fields.
3. Titles by established authorities in their fields.
4. Personal assessment of a book based on the notes on book jackets or the introductory chapters.

But a number of bibliographers made it clear that when accepting works of unknown authors received on blanket and approval plans (the basis of item 4), they seldom wait for independent reviews because of the time element involved.

Library Committee

In UBC, SFU, UV, UC and USR library committees have no active roles to play in book selection, they merely advise librarians on fund allocation and other matters. But in UA and USS, librarians stated, the committees control the book funds. Details of the effects of this control were not obtained. There was only general reference to such controls affecting some aspects of library service and collection building. With reference to book selection, librarians felt that such controls leave them no free hand to distribute book funds according to areas of need. In their opinion, the idea of going to the library committee for every minor adjustment in the book budget amounts to a waste of time. Besides, librarians feel they know more about readers' needs and the areas of weakness and strength in their libraries than the committees do.

In these libraries the role of the committee ranges from arbitrary allocation of book funds to approval of expensive items recommended either by the academic department or the library. Committees are also responsible for approving bulk purchases.

REFERENCES

[1]Total holdings, number of students and teaching staff were taken from Commonwealth Universities Year Book, 1969, 1970 and 1971; library budgets from American Library Directory, 1970-71 and 1972-73; number of library staff were computed from information gathered in interviews; librarians and their responsibilities are listed in university calendars and reports of the libraries concerned.

[2]University of British Columbia, UBC Library Bulletin, I, No. 1, (December-January, 1971/72), 1.

[3]University of British Columbia Library, The Report of the University Librarian to the Senate, 1970/71 (Vancouver, 1971), pp. 15-16.

[4]Tri-University Libraries Collections Task Force, First Report. ([Vancouver: University of British Columbia for Simon Fraser University, University of Victoria and University of British Columbia] April, 1971).

[5]Simon Fraser University Library, Collections, Policies and Procedures, ([Burnaby] June 11, 1973), p. 2.

CHAPTER IV

FOREIGN AREA STUDIES OF SELECTED COMMONWEALTH COUNTRIES

Book Selection Aids

This part of the study is intended to illustrate how the collection building techniques of each of the seven universities may affect their approaches to collection building in foreign area studies. Selection was confined to English language materials.

Black Africa and the South and Southeast Asian countries of India, Pakistan, Bangladesh and Malaysia were chosen as samples of developing nations with little or no organized book trade and bibliographic control of their own publications. These examples illustrate how the libraries approach the problem of collection building in such areas. Australia and New Zealand are included because of Canada's special interest in the affairs of these two countries and to point out the differences in the methods of collecting in countries with relatively well-organized book trades.

Table 8 shows the book selection tools chosen from standard reference works held by each of the seven libraries. Five categories of bibliographic tools were chosen. They are:

1. General bibliographies, defined as tools listing current books on, or about, several countries of the Commonwealth. These bibliographic tools may or may not be limited as to subject fields.
2. National and trade bibliographies of the Commonwealth countries being studied.
3. Current bibliographies and books reviews listing new publica-

tions of the specified geographical regions being studied. The titles in this category may or may not deal with a specific subject field. These tools are mainly book reviews, book reviewing periodicals and accession lists of institutions, libraries, and organizations collecting materials in the selected countries.

4. Retrospective bibliographies, defined as tools listing titles in print or out of print on given subject fields, or countries, or the geographical regions of the Commonwealth being studied.
5. Publishers' and dealers' catalogues from or concerning the Commonwealth countries being studied.

One hundred and twenty-seven titles were chosen, including:

1. General bibliographies (16)
2. National and trade bibliographies of
   (a) African countries (7)
   (b) South and Southeast Asian countries (8)
   (c) Australia and New Zealand (4)
3. Current bibliographies, reviews and reviewing periodicals of
   (a) African countries (27)
   (b) South and Southeast Asian countries (5)
   (c) Australia and New Zealand (10)
4. Retrospective bibliographies of
   (a) African countries (15)
   (b) South and Southeast Asian countries (8)
   (c) Australia and New Zealand (8)
5. Publishers' and dealers' catalogues (19)

The reference works used for choosing the titles were:

1. Africana Library Journal, 1- (Spring, 1970-)
2. Helen Conover, Africa, South of the Sahara: A Selected Annotated List of Writings (Washington: Library of Congress, 1963)
3. Helen Conover, Current National Bibliographies (New York: Greenwood Press, 1968)
4. Peter Duignan, Guide to Research and Reference Works on Sub-Saharan Africa (Stanford, Calif.: Hoover Institution Press, 1972)
5. Farmington Plan Newsletter, Nos. 29-31 (May 1969-May 1970)
6. N. K. Goil, ed., Asian Social Science Bibliography, With Annotations and Abstracts, no. 15, 1966- (Delhi: Vikas Publications, 1970-)
7. Albert John Walford, ed., Guide to Reference Materials, II, III (3rd ed.; London: Library Association, 1973-)
8. Constance Mabel Winchell, Guide to Reference Books (8th ed. and supplements; Chicago: American Library Association, 1967-)

Only six of the libraries examined were involved with consistent collection building of selected Commonwealth area study materials. USR collects little, because no related courses are offered in the University. Table 8, however, indicates that they have some of the bibliographic tools. Some of these, as Table 11 shows, are used mainly for bibliographic checking. In the other six universities courses are offered bearing on the Commonwealth countries being studied here.

Tables 8-11 illustrate the number of selection tools held by each library in each category, and how the tools are used for collection building activities by both faculty members and librarians. Table 9 gives the percentage of use made by the faculty selectors and the categories of tools commonly preferred by the faculty for book selection. Table 10 gives the percentage of use made by librarians and the categories of tools used more often by the librarians for book selection. Table 11 shows other uses made of these tools and the percentage of use made by each library. The percentage is worked out from the number of the bibliographic tools in each category used by each library against the total number of such tools listed in Appendix E. Some of these tools are used for two or three purposes; for example, some national bibliographies are used first for selection, then for subsequent bibliographic checking, or for occasional consultation. Items frequently used for either book selection or bibliographic checking are shelved in the bibliography rooms. Every type of use made of each title is checked and counted for each library. Bibliographic tools found to be very useful and rich are shelved permanently in the reference room where they are consulted either for bibliographic checking or compiling desiderata lists. Publishers' and dealers' catalogues, however, are not given this type of treatment, though some are temporarily shelved in the bibliography rooms and used for bibliographic checking until they are superseded. The areas of the Commonwealth treated by specialized bibliographies are shown in the Appendix E together with the list of titles.

Specimen titles were discussed in detail with the selectors to gather opinions on them. Tables 9 and 10 show the differences in the use of certain categories of tools between the faculty and the library staff book selectors. For example, retrospective, national and trade bibliographies are used by faculty members only occasionally for bibliographic checking, while librarians use them more often for compiling desiderata, title by title selection, as well as for bibliographic checking.

Foreign Area Studies Relating to Selected Commonwealth Countries

Foreign area studies are comparatively new in institutions of higher learning in the West. But, during the Second World War, the need to understand many peoples and their cultures was realized, and since then, most universities of Europe and North America have made foreign area studies part of their academic programmes.

At institutions like Harvard, Northwestern, Michigan, Duke, McGill, Oxford and Leeds, the study of specific countries, regions or races of those hitherto neglected areas, has been given serious attention. In a number of the institutions African, Asian and Caribbean studies are being funded as separate disciplines. Other universities and colleges, which have not established such area studies as separate disciplines, have broadened their academic programmes to include less known areas of the world.

At first these studies were intended for specialists in advanced fields and individuals needed for special (particularly diplomatic) services, as in the London School of Oriental and African studies. But in recent years many programmes at the undergraduate

level are being designed in many universities and colleges to enrich the general education of the average university or college graduate. In western Canadian universities, foreign area studies covering Africa, Asia and the South Pacific, are mostly still in their infancy. SFU, however, has a good foundation for African studies, UBC has a considerable Asian studies programme, and attempts are being made to develop South Pacific studies in Victoria.

In the UA and USS, there are no coordinated Commonwealth studies. There exist only scattered introductory courses, and a few advanced undergraduate listings in the departments of history, political science, and English. Such courses and their levels are listed in Appendix D. In UA, recently, the Faculty of Education has forged some close ties with the developing educational systems of Malaysia and East Africa. There are, on occasion, some privately organized research programmes within the teaching departments.

Between the years 1963 and 1966, some serious efforts were made at the UA to get the university authorities to agree to the establishment of an Institute of African Studies. Some grants from the Canada Council and some university matching grants of $2,000 a year (1963-1966) were obtained. With this amount some very basic collections were acquired in the library. With the departure of the professor concerned, however, this project lapsed.

In the UC, some interested professors are now discussing the possibility of reorganizing the social sciences and humanities departments to include a coordinated Commonwealth studies programme. As yet no official action has been taken on this. Like UA, UC also

offers some courses on the areas of the Commonwealth studied here.

General Trends in Collection Building

Collection building for Commonwealth area studies in all the universities is basically patterned on the existing arrangements for general book selection. Except in the university libraries of British Columbia, no special arrangements are made for acquiring any materials on these foreign area studies. The books acquired for the courses offered are, in the main, current English language materials. Only UBC has an Asian language special collections programme. In UA, USR, and USS, selection is mainly done by faculty. Where the selection is done largely by the library staff as in UBC and UV, librarians select in general areas while faculty select in specialized fields. In UC and SFU, both library staff and faculty members share areas of responsibilities in recommending titles. Librarians in all the libraries investigated, including USR (which offers no courses), collect reference works on these areas.

Since the books required are mainly English language works, there is a feeling among the librarians and the faculties alike that what they buy from the book markets of North America, Western Europe, Australia and New Zealand, in English, for these area studies, are sufficient for their purposes. Most of the current English language materials supplied to five of the six universities come through blanket orders and approval plans covering Great Britain, North America, Australia and New Zealand.

Special Arrangements

Only the British Columbia libraries have special arrangements for collecting in their particular areas of coverage. UBC and SFU are members of the Shastri Institute. This provides a Canadian counterpart to the U.S. Public Law 480.[1] By means of this arrangement UBC and SFU obtain publications from Asia and Southeast Asia. At UBC, SFU and UV the blanket and approval plans cover two of the areas in this study. UBC has blanket and approval plans for India and Pakistan. UV has one for Australia and New Zealand. In addition, these are the only libraries with standing orders and deposit account arrangements for the supply of government publications, with the governments of those Commonwealth countries they study. UBC takes 22 items on standing orders from Indian governmental sources, 5 from Pakistan, 6 from Malaysia, several items from 22 government ministries in New Zealand, 4 from Zambia and items from 55 departments in both the provincial and the federal governments of Australia. UV has standing orders for several items from the governments of New Zealand and Australia. SFU has similar arrangements for government publications of East African, West African, Indian, Pakistani, Australian and New Zealand governments. This, moreover, is the only library that has made some attempt to visit some of these areas to arrange for the supply of publications they need. Between 1970 and 1972, a number of SFU professors visited East and West Africa with special library requests in order to make contacts and to acquire materials. These contacts opened up regular communications and continuing supplies from the governments of Kenya, Zambia, Tanzania and Ghana.

They also have some arrangements with Information Canada to help them make necessary contacts with other places from which they have problems in getting materials.

In UC, UA and USS, government publications are ordered only on the recommendation of the faculty members when such materials are required for their teaching and study.

Special Allocations

Only UBC library has special allocations for Asian studies. The other libraries accommodate requests for materials on these areas in their normal book budgets.

"Crash Programme."

In UBC, the Department of Anthropology received a grant of $1,000 from the Carnegie Corporation of New York and, with a university matching grant, collected some basic research materials on Indian and Southeast Asian cultures. Before this, between the mid-sixties and 1969, the university had received a total of $33,206 from the Canada Council to develop research materials on Asia. This was used to acquire rare books and out-of-print materials. SFU was awarded a similar grant of $1,200 for the development of African studies. Each Canada Council grant was matched by a university grant and, with these grants in the late sixties, the two libraries built up basic research and reference collections in their agreed areas of study.

The Use of Book Selection Aids

The use of certain bibliographic tools for book selection is essential if selectors are to know what books are being published in the areas they collect, and if they are to gain proper information about these materials. It has been pointed out that Tables 8-11 are designed to illustrate what uses selectors make of these tools and also to show the number and types being used in each of the libraries. It should be mentioned that the list of tools given in Appendix E includes only broad divisions and essential titles among those given high rating by the sources used for compiling the list. Narrowing the list down to specific selection tools for Commonwealth studies was done because of considerations of space and time. No attempt has therefore been made to produce an exhaustive list of essential titles.

For the purposes of this study, the importance of these tables lies in showing the degree of use made of the various types of selection tools available for book-selection in these foreign area studies. The tables indicate that some tools are scanned for book selection by both faculty and library staff while others serve essentially as reference tools. It would appear that, where libraries are not actively selecting current works, the librarians make very little or no use of national and trade bibliographies. This accounts for the low percentage of their use in SFU, UC, USS and USR. Even in UA, where a relatively higher percentage level of use is recorded, Table 11 indicates that they are used more for bibliographic checking of titles recommended from other sources

(in most of the libraries) than for book selection. The only exception is UBC which uses them for checking items received on blanket and approval plans.

In most of the libraries, the librarians' answers to the question "How often are these national and trade bibliographies used?" were "as need arises" or "occasionally."

Faculty members who select in UC, USR, UA and USS in these areas depend mainly on periodicals, reviews, special catalogues and special bibliographies. The result is that, in these libraries, it is probable that no attempts are made at complete coverage of the bibliographic sources for all the publications of the Commonwealth countries concerned.

Where faculty select only in their own areas of interest, and where some parts of the Commonwealth area studies have been moved from professor to professor several times, it may be assumed that the collections involved will have many gaps. This is particularly likely to be the fate of collections of materials published in many of the African countries, because none of these libraries has any blanket or approval plan for African publications. It was noticed that the trade and national bibliographies of relevant African countries found in these libraries were shelved in the reference rooms, thus indicating that they are less frequently used for book selection activities than tools located in the bibliography rooms. In one library, the few tools they possess are located in the cataloguing room and are not used for selection.

The Southeast Asian, Australian and New Zealand national and trade bibliographies are made more use of for book selection and bibliographic checking. A detailed analysis of each library's holdings in these tools showed that UBC and UV have better holdings of Southeast Asian, Australian and New Zealand national bibliographies, and UC has a substantial number of other special bibliographies on African countries. UA has a few from each of the three regions.

Another significant fact revealed by these tables is that the extent of selection activities going on in each of the libraries corresponds with the levels of studies going on in the universities [See Appendix D]. UBC and UV offer courses on their respective areas of coverage at all levels and therefore have more bibliographic tools consulted and used for book selection and bibliographic checking. Then, too, because these libraries are more interested in collecting current publications than in retrospective buying, the percentage of use of publishers' catalogues and current bibliographies as well as reviews is consistently higher. UC, UA and USS offer courses at undergraduate levels mainly and also make most use of current tools. Table 8 shows that UA scores highest in the use of current bibliographies and book reviews. UBC however, possesses and uses many more retrospective bibliographies for bibliographic checking, reflecting their interest in collecting out-of-print materials of the areas they cover.

Detailed analysis of the title-by-title holdings also shows that UBC and UA have a number of titles not available in the other libraries -- perhaps because they are older and richer. On the whole,

looking at these tables, one may say that there is a fair representation of the selected bibliographic tools used for collection building in foreign area studies of the selected Commonwealth countries in at least five of the seven universities.

REFERENCES

[1] L. C. Coffin, "Blanket Book Ordering," in Selection and Acquisition Procedures in Medium-sized and Large Libraries. Papers Presented at an Institute Conducted by the University of Illinois Graduate School of Library Science, November 11-14, 1962, ed. by Herbert Goldhor (Champaign, Ill.: Illini Union Bookstore, University of Illinois, 1963), p. 45.

CHAPTER V

SUMMARY AND CONCLUSIONS

Background

A review of the literature shows that book selection in academic libraries has been a neglected area of librarianship. Evans pointed out in his study that "an examination of the various textbooks on selection shows they are primarily concerned with public libraries."[1] Lane, in a survey of the literature on book selection in academic libraries, noted that the present shift from faculty-dominated book selection to librarian participation is a recent phenomenon.[2] Writers like Danton,[3,4] McCarthy and Logsdon,[5] Downs,[6] Williams[7] and others have become concerned about this. They have made studies of the problems of collection building in academic libraries and made some useful suggestions. Their recommendations include policies, procedures and practices that would enable libraries of institutions of higher learning to select their books wisely and adequately. These recommendations to modernize academic library collection building techniques are:

1. Academic libraries should possess formal book selection policies. Such policies should provide guidelines to library book selectors and should be regularly revised as new academic programmes are developed.
2. Academic libraries should have separate selections departments to oversee all selection activities, enabling librarians in charge to eliminate duplication and ensure efficiency.

3. Academic librarians should effectively participate in collection building in their libraries and should be free to recommend or ensure that requisitions adequately cover all areas of knowledge offered at their institutions.
4. Academic libraries should seek out qualified librarians either with advanced degrees in subject fields or librarians with basic degrees who have, during years of experience in library service, developed expertise in book selection. These librarians should then be entrusted with collections development responsibilities.
5. Book selection should be a cooperative operation between the librarians and the faculty.
6. Final responsibility for collection building should be left in the hands of the selections department and on occasion with the chief librarian. No external influences should be allowed to interfere with internal operations.

Problem

The purpose of the study was to investigate methods of collection building in seven university libraries in Western Canada and to identify how many of their procedures and practices reflect the recommendations listed above. These universities fall into two groups. The first group consists of those founded early in the twentieth century, when university libraries depended largely on faculty recommendations for collections development. These are: UA, 1906; USS, 1907; UBC, 1908. The second group consists of those founded much later, when some new approaches to collection building

in academic libraries were being expanded. These are: USR, 1961; SFU, 1963; UV, 1963 and UC, 1966.

It was predicted that the older universities would still retain much of the traditional approach whereby faculty recommend most of the books while the librarians merely buy and process and that the new ones were likely to have been influenced by the new ideas.

Procedure

Questionnaires covering the topics in these recommendations were drawn up, pretested and circulated. All the questionnaires were completed. The questionnaires were followed up by personal visits to all seven libraries. Responses that were not clear were clarified in interviews with librarians and members of the faculty. Library records were also checked and pertinent documents were collected. Findings were analysed in order to determine selection policies and procedures in the seven libraries.

Results

The data revealed that out of the seven libraries studied, three have almost all the qualities of well-organized book selection mechanics in modern academic libraries. All six recommendations are followed in their systems. Two have some combinations of the old and new methods. Two are still operating in a traditional manner. The three in which the new ideas are represented are UBC, SFU and UV. The two that combine the new and the old methods are UC and USR. The two that still retain the traditional approaches are UA and USS.

UA and USS are noted to be among the three oldest universities in Western Canada and may not have found it easy to modernize, UC, USR, SFU and UV are the younger institutions founded when the new concepts were being widely propagated. However, one of the older universities, UBC was found to have embraced the new ideas and modified its book selection techniques.

Book Selection Policies

UBC, SFU and UV have written, publicized book selection policies which are well received by their university communities. Book selectors have already found the policies valuable working tools for collection building and related activities. UC and USR have made significant efforts to draft policy statements. These are in the process of being completed. Parts of the policies have been used satisfactorily by the faculty and the librarians involved in collection building.

Each of the policies examined clearly stated the collection development objectives of the library, the collecting levels, and the subject fields of interest to the university. The policies assigned specific duties to book selectors. They also dealt with allocations of funds and treatment of requisitions and provided for revision. While librarians and the faculty cooperate in implementing the policies, final responsibilities for collection building reside with collection development librarians.

Book Selection Practices

Arrangements for collection building in the universities varied from library to library even within the groups. Certain general patterns were, however, noticed.

In libraries with separate selection departments, librarians are free to select in all subject fields. UBC and UV have separate selection departments headed by senior librarians who are designated as collections development librarians. They supervise and coordinate all selections activities of the librarians and the faculty. These departments are staffed with bibliographers and subject specialists who are professional librarians, some with advanced degrees in subject fields, and some with basic degrees backed up by many years of experience in library duties. In these libraries, librarians select from 66-85 per cent of the new titles in both specialized areas and general collections, while the faculty concentrate on their specialized subject fields. Reference librarians are responsible for selecting many of the reference works. Or, librarians may select in specified areas only. UA and USS have similar arrangements to those in UBC and UV except that the librarians select only in their specific areas. The faculty recommend from 66-75 per cent of the new titles, which are sent through their faculty library representatives directly to acquisitions departments for processing. The heads of the collections departments have control only over recommendations made by the librarians.

In libraries with subject divisional arrangements, bibliographers and subject specialists work within the subject divisions

and combine book selection with other library duties, as in UC, USR and SFU. The head of each division is responsible for coordinating recommendations made by both librarians and faculty. Book selection is shared equally by librarians and faculty with cooperation at all levels.

The SFU library arrangement is a little different, in that it has both a subject divisional arrangement and a collections development librarian who has responsibility for all book selection activities, as in UBC and UV. Selections by librarians have priority over those of the faculty.

Cooperation in Book Selection

This is well developed in the younger libraries of UC, USR and SFU. Cooperation in book selection duties in these institutions is such that it is difficult to determine where faculty selection ends and library selection begins. Librarians are given subject field responsibilities and each works with a number of faculty. Their duties include consistently consulting and being available for consultation with the faculty. The librarians supply faculty with selection aids and bring to their attention new developments in the literature of their fields. All faculty decisions with library implications are regularly and formally conveyed to the librarians. The faculty not only participate in library meetings where book selections and other library matters are discussed, but also, on occasion, chair some of the meetings. Developing the selection policy is a major area of cooperation.

All these libraries have library representatives in each teaching department. They supervise their departmental selection activities and advise the librarians on collection building. The libraries also have library committees, responsible for library policies.

In UA and USS, library representatives are not given much recognition and in many cases fail to function effectively. In the other universities, the library representative of each department is recognized and usually has high academic status. The result tends to be that, in the latter group, requisitions and book selection arrangements are better organized. In addition, the library committee has considerable influence at UA and USS, and virtually controls the book funds and allocations to both teaching departments and the library.

In UA, USS, UBC and UV specific portions of the book budgets are allocated to teaching departments. In UC, USR and SFU allocations are made within the subject divisions in the libraries. None of the libraries revealed any specific formulae for allocating. In libraries where no allocations are made to teaching departments, expenditures per subject field are not spelled out.

Foreign Area Studies of Selected Commonwealth Countries.

This study also includes examination of the book selection activities of the seven libraries to see what effect their methods have on collection building in selected Commonwealth area studies in the following geographical regions: Black Africa; South and Southeast Asia; Australia and New Zealand. Most of the seven

universities have begun some area studies of the Commonwealth countries in these regions.

UBC has a well established Asian studies programme and this covers the South and Southeast Asian countries of the Commonwealth. SFU has made a start on Africa, and UV has begun, to some extent, South Pacific area studies. In three others, UA, UC and USS, courses are offered, but in no organized way on many of these areas of the Commonwealth. These courses appear within subject fields like anthropology, English literature, history, economics, political science, sociology and geography. Each library possesses some bibliographic tools for book selection in these areas, and the data analysed show that each collects some materials on these parts of the Commonwealth.

The publications acquired by the seven libraries concerning these selected area studies are basically English language materials published in North America and Western Europe. In four of the seven libraries (UA, UC, USS and USR), materials on these area studies are not given any special treatment in selecting or collecting. The items are dealt with like any other publications in English for teaching and study of social sciences and humanities.

In six out of the seven libraries, English language materials for teaching and study of social sciences and humanities are largely supplied on blanket and approval plans, made for the English language publications of Australia, New Zealand, Western Europe and North America. These are of course supplemented by recommendations of the faculty and the librarians. Most of the bibliographic tools on these

Commonwealth countries owned by the libraries are used more for bibliographic checking and reference than for book selection.

UBC, SFU and UV, however, have some special arrangements for collecting in some of the areas they study. UBC has blanket and approval plans with Indian and Pakistani vendors for the supply of South and Southeast Asian publications in English. UV has a similar arrangement for publications from Australia, New Zealand and other parts of the South Pacific rim. UBC and SFU belong, in addition, to the Shastri Institute and through this membership get materials not covered by their own South and Southeast Asian acquisition programmes.

SFU has deposit accounts with many East and West African Governments for their government publications and has also made some efforts to visit these countries to acquire their publications. In these trips contacts were made with book dealers and local publications acquired. Both UBC and UV have similar deposit accounts for South and Southeast Asian countries, Australia and New Zealand government documents.

In many of the libraries the national and trade bibliographies of the Commonwealth countries are little used as selection tools. None of the libraries has a blanket order or approval plan for publications of African countries. Thus, many of the scholarly works published within these countries of Africa may be missing in those libraries collecting African study materials.

UBC is the only library that has a special allocation for buying in its agreed area of coverage. The others try to accommodate requisitions on Commonwealth countries in their normal book budgets.

SFU and UC, however, indicated that they make extra funds available for acquiring materials of scholarly value from these areas as needs arise.

Three of the libraries, UA, UBC and SFU, have each received some special grants from the Canada Council for building up basic collections on these areas in the years 1963-1968. UBC received an additional Carnegie grant for collections on Southeast Asian cultures.

Conclusions

Five of the seven university libraries studied have modernized or are modernizing their book selection mechanics in the light of changing circumstances and library practice. They have either completed or nearly completed their official selection policies. These policies are already welcomed as useful working tools.

Though the selected Commonwealth areas provide somewhat narrow ground to assess the selection activities of these libraries, they do suggest a general trend. Where librarians are free to select in all fields and selections are continuous, a higher percentage use of the bibliographic tools is observable. Where there is close cooperation between faculty and library staff, certain tools used for book selection are seen to be used fairly equally by both faculty members and the library staff. (For example, the use of current bibliographies is almost equal for faculty and library staff in both UC and SFU. But in UBC there is a clearly marked difference between faculty use and library use of different tools.) Where the faculties select current publications, the tools for these are mostly in the reference and bibliography rooms. In UA and USS, complete

absence of faculty use of dealers' and publishers' catalogues for book selection is clearly demonstrated, while some use of these tools is made by librarians for recommending reference works. This suggests a breakdown in communication links between the faculties and librarians in the matter of book selection in these two libraries. One may deduce that more consistent and comprehensive collections development of study and teaching materials is going on in UBC, SFU, UV, UC and USR than in UA and USS.

The data in this study show that certain factors related to effective and consistent collection building mechanics tend to be more observable in libraries in UBC, SFU, UV, UC and USR than in UA and USS. These factors are:

1. Carefully worked out selection policies. These statements of principles and practices, so far as they have been made known to users, have been found to be not only acceptable to the faculty members but are serving a purpose in the whole selection process.
2. Separate departments or offices consistently devoted to book selection duties. The officers heading these departments are instrumental in developing collection building in their libraries.
3. A team of qualified and experienced librarians selecting at all levels and in all fields of knowledge of interest to the university. Some of these librarians have higher degrees in subject fields, others have basic qualifications backed up with many years of library experience.

4. Visible evidence of the spirit of cooperation between library staff and faculty book selectors. Faculty participate regularly in book selection and other library matters relating to collection building. The librarians are constantly advised of the study and teaching requirements of the academic departments.
5. Library concern for complete coverage of all areas of knowledge available. This is demonstrated by checking bibliographic tools, identifying areas of weakness and providing lists from which gaps are filled.
6. No undue interference by the library committees in the management of book funds and collection building.
7. Freedom for the librarians to control both the book funds and allocation of book budgets to areas of need, whether in teaching departments or in subject divisions within the library. The responsibility for what is added to the collections lies with the library staff.
8. Definite efforts made to coordinate requisitions and minimise duplication, not only at the institutional levels, but also at inter-university levels.

It would appear that these libraries approximate fairly closely to the policies currently advocated by theorists in collection building in academic libraries. Libraries practicing such policies may therefore be considered better organized and equipped for book selection operations and therefore more likely to perform better.

It is therefore presumed that the quality of collections in the libraries of UBC, SFU, UV, UC and USR will score higher generally, including their collections development in teaching and study materials on Commonwealth area studies. The developing countries of the Commonwealth in particular have problems of bibliographic control and efficient book trade management. Collection building in those areas cannot therefore be achieved by sporadic activities in book selection.

These patterns noticed in UBC, SFU, UV, UC and USR are suitable for young and developing institutions aiming at sound collections development policies. The policy of cooperation in book selection at UC and USR will be particularly attractive to those academic libraries with problems of finance and shortage of highly qualified staff.

The study has also demonstrated that in Canada, too, book selection in academic libraries is now being given greater attention by both librarians and library authorities than it was given in the earlier parts of this century.

Recommendations

1. Use of Subject Specialists and Bibliographers.

Libraries which have not appointed collections development librarians to oversee all selections activities should regard doing so as a desirable improvement. Book selection should be recognized as an important contribution to the academic activities of the university.

Though considerations of finance may prevent many smaller academic libraries from using subject specialists and bibliographers in book selection alone, the employment of such staff in university libraries for collection building activities seems to have become common. Libraries unable to afford a specialist for each subject field might consider having one each in the humanities, social sciences and sciences and encourage available professional staff to develop appropriate expertise.

It may be noted that the duties and qualifications of a bibliographer have yet to be formally defined and accepted (witness Danton,[8] Taylor,[9] Humphreys,[10] Haro[11] and Tuttle[12]). The matter might be clarified, if some research were done into the relative capabilities as librarians of specialists with the Ph.D. and broader specialists with, perhaps, two Masters' degrees. It might also be ascertained to what extent working academic selections librarians are permitted or encouraged to take courses to improve their qualifications.

2. Use of Blanket and Approval Plans.

It would be recommended that approval plans be adopted only if absolutely necessary were it not likely that diminishing budgets will bring about their demise. The phenomenon now is probably an historical one and it has provided many valuable lessons. The storage pressure brought about by bulk buying has been heavy. The costs entailed in evaluation of the blanket items should be studied, as well as the relative costs of discarding versus keeping dubious titles. This may provide guidance to larger libraries deciding on

whether or not to maintain blanket orders. Smaller ones are unlikely to be considering them for some time. It may also be necessary to find out the degree of librarians' dependence on the parameters drawn for approval plans for accepting materials supplied on such orders.

3. Faculty-Librarian Cooperation in Book Selection.

That the continued cooperation of the faculty in matters of collection building is absolutely necessary, has never been questioned. But why faculty interest and willingness to work with librarians is especially pronounced in UC, USR and SFU may be a matter for further investigation. The situation in UBC and UV agrees with Downs' view that when a library reaches a certain level of funding and size of collection "it is likely to find itself engaged in collecting not selecting. Completeness becomes the main goal."[13] It may be said that at that stage professors do not seriously concern themselves about how the book fund is handled or selection done, since they expect that, no matter how the titles are acquired, they are likely to find what materials they want in the libraries.

Further study on this matter may help to indicate at what point in the history of an academic library professors no longer feel personally committed to building library collections.

One may wonder whether, in the light of the decreasing book budgets of today, libraries which have been bulk buying may not find themselves returning to selecting. It may be useful for library administrators to start examining the problems of pre-1960 methods of handling book funds and assigning book selection duties and analysing the present trends with a view to working out programmes

for future approaches to collection building in the face of rising book prices and shrinking book budgets.

If a stage is reached when university librarians find themselves managing inadequate book funds again, it is possible that the question of who selects what, and how, may again arise. A solution to lack of staff might lie in an intensified effort to locate, within (or even outside) the university community, expertise wherever it may be found. Thus, not only faculty, but administrators, or librarians or other professionnals outside might be approached to contribute to collection building in appropriate subject fields.

4. Use of Trade and National Bibliographies in Area Studies.

Most of the libraries studied depend on European and North American book trade channels for collection building on Commonwealth area studies. Few of the national and trade bibliographies of these countries are owned by the seven libraries studied. Some of those who own a few use them for other purposes than selection. Since some of the developing countries of the Commonwealth are now publishing their own literature and have developed trade and national bibliographies, an evaluation of collections made by these libraries on the parts of the Commonwealth they cover might be a useful study. A comparison of the national and trade bibliographies of emerging countries with European and North American book trade catalogues would show whether, by depending on the latter sources alone, libraries collecting in these areas are not actually missing some scholarly works, that, in the future, may be difficult to find.

To conclude, Western Canadian university libraries, in their collection building activities, for the most part, exemplify and reflect developments in North America generally. The growth budgets of the sixties put great and unexpected strains on personnel at a time when librarians were scarce, and much useful experimentation resulted. The diminishing budgets of the seventies will face the librarians with a new challenge: that of using professional staff fully professionally in book selection, analysis and public service. This might well be a circular operation (that is, the same librarians selecting, cataloguing, and serving the public) instead of the tripartite operation it normally is today.

REFERENCES

[1]Gayle Edward Evans, "The Influence of Book Selection Agents upon Book Collection Usage in Academic Libraries," (unpublished Ph.D. dissertation, University of Illinois, 1969), p. 7.

[2]David O. Lane, "The Selection of Academic Library Materials: A Literature Survey," College and Research Libraries, XXIX (September, 1968), 364-72.

[3]Joseph Periam Danton, Book Selection and Collections: A Comparison of German and American University Libraries (New York: Columbia University Press, 1963), pp. 1-24.

[4]Joseph Periam Danton, "The Subject Specialist in National and University Libraries with Special Reference to Book Selection," Libri, XVII, No. 1 (1967), 45, 48.

[5]Stephen A. McCarthy and Richard H. Logsdon, A Survey of the University of Alberta Libraries (Edmonton: n.p., 1966)

[6]Robert Downs, Resources of Canadian Academic and Research Libraries (Ottawa: Association of Universities and Colleges of Canada, 1967), pp. 60-62.

[7]Edwin Everitt Williams, Resources of Canadian University Libraries for Research in the Humanities and Social Sciences. Report of a Survey for the National Conference of Canadian Universities and Colleges (Ottawa: National Conference of Canadian Universities and Colleges, 1962), p. 12.

[8]Danton, "The Subject Specialist," p. 44.

[9]A. R. Taylor, "The Impact of the Subject Specialist on Academic Library Services," (unpublished paper presented to the ACRL Subject Specialist Section, American Library Association Annual Meeting, Dallas, Texas, 22 June, 1971), p. 4.

[10]Kenneth W. Humphreys, "The Subject Specialist in National and University Libraries," Libri, XVII, No. 1 (1967), 29-41.

[11]Robert P. Haro, "The Bibliographer in the Academic Library," Library Resources and Technical Services, XIII (Spring, 1969), 165-69.

[12]Helen M. W. Tuttle, "An Acquisitionist Looks at Mr. Haro's Bibliographer," Library Resources and Technical Services, XIII (Spring, 1969), 170-74.

[13]Downs, p. 64.

TABLE 1

LIBRARIANS INTERVIEWED ON THE COLLECTION BUILDING TECHNIQUES OF THEIR LIBRARIES

UA	UBC	UC	SFU	USR	USS	UV
7	10	7	7	5	6	8

TABLE 2

FACULTY MEMBERS INTERVIEWED FOR COMMONWEALTH AREA STUDIES

UA	UBC	UC	SFU	USR	USS	UV
14	-	6	3	-	5	4

TABLE 3

FACTORS INFLUENCING BOOK SELECTION IN THE UNIVERSITY LIBRARIES

The Libraries and Their Groups			A^1 UBC	A^2 SFU	A^3 UV	B^1 UC	B^2 USR	C^1 UA	C^2 USS
Total Library Holdings		1969-70	1,200,000 (1967/68)	305,000	375,000	335,300	161,600	860,000 (1968/69)	448.500
		1970-71	1,355,270	405,000	525,000	400,000	245,351	1,120.466	540,000
	Additions		155,270	100,000	150,000	64,700	83,751	260,466	91,500
Library Budgets	Books and Periodicals		$1,255,141	557,770	77,500	964,500	418,600	2,203,791.63	59,091
	Overall		$4,408,663	1,856,478	2,068,060	2,243,702	- -	4,763,447	1,689,609
Student Enrolment	Full Time		20160	4753	5119	9237	4199	18337	10085
	Part Time		2349	336	852	1330	368	1183	7880
	Graduates		2810	680	285	850	140	2158	590
Total Faculty			2012	376	381	801	425	1639	942
Librarians in Book Selection Duties			21	15	12	10	11	13	9

TABLE 3 (Continued)

The Libraries and Their Groups	A^1 UBC	A^2 SFU	A^3 UV	B^1 UC	B^2 USR	C^1 UA	C^2 USS
Degrees Awarded in Each University	BSc BASc BArch BSN BA BHE BMus BLS BCom BEd BPE BRE PhD MEng MF MEd MBA MPE MSc LLM MMus MArch MSN LLB MD, DMD	BA MA BEd BSc MEd MSc PhD PhD	BA BSc BEd BFA BMus MA MSc PhD PhD	BA BEd BEng MEd MSc PhD PhD	BAdmin BA, BSc MSc MA BMus BFA BLTZ BEd PhD	BA BSc BFA BMus BAdmin BCom DDS BEd MA MBA MEd MEng MFA MHS MMus MSc PhD LLB BLS BMEd BOT	BA BSc BCom BEd MGA MConEd MA, EEd MSc BSHec LLB BS PhD

TABLE 4

BOOK SELECTION POLICIES

Libraries in Their Groups	A^1 UBC	A^2 SFU	A^3 UV	B^1 UC	B^2 USR	C^1 UA	C^2 USS	No. of Libraries
Libraries having written selection policies	x	x	x	x	x	x		6
Libraries having written policies made known to users	x		x					2
Libraries having written policies not yet made known to all users		x						1
Libraries having written policies in process				x	x	x		3
Libraries having no written policies							x	1
Libraries having written policies up-dated by revision	x	x	x	x	x			5
Libraries having written policies adhered to by librarians only								0
Libraries having written policies adhered to by faculty and librarians	x	x	x					3
Libraries having policies that cannot yet be assessed				x	x			2

TABLE 5

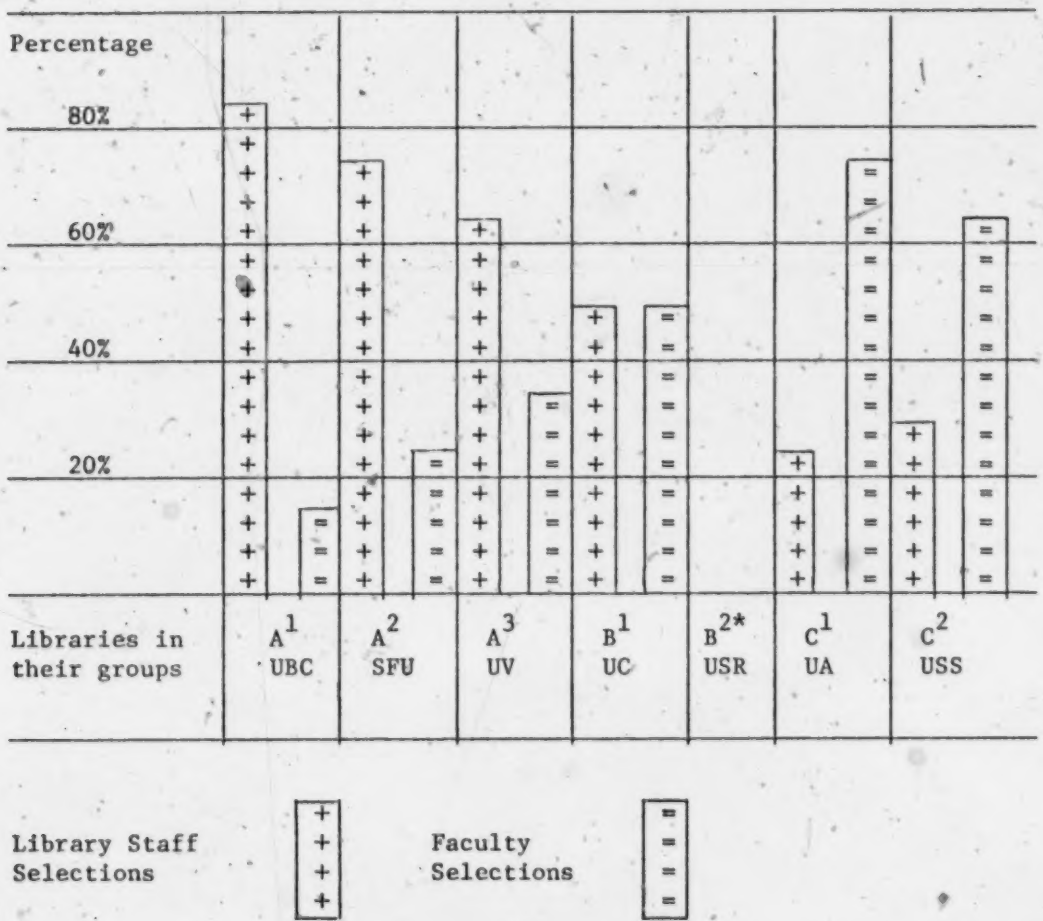
BOOK SELECTION PROCEDURES

Libraries in Their Groups		A^1 UBC	A^2 SFU	A^3 UV	B^1 UC	B^2 USR	C^1 UA	C^2 USS	No. of Libraries Involved
Right to Select - in all subject fields	Faculty	x	x	x	x	x		x	6
	Librarians	x	x	x	x	x			5
Right to select in special subject fields only	Faculty						x		1
	Librarians						x	x	2
Faculty selectors	Passing requisitions through library representatives	x	x	x	x	x	x	x	7
Faculty time given to book selection	10-15 minutes a day		x				x	x	3
	no estimate	x		x	x	x			4
Coordinating book selection activities of Faculty and Librarians	By Collections Development Librarians	x	x	x					3
	By subject Division Heads				x	x			2
Coordinating staff selection only							x	x	2

TABLE 6

PERCENTAGE OF BOOK SELECTION MADE BY

THE FACULTY AND THE LIBRARY STAFF



* data unavailable

TABLE 7

LIBRARY STAFF BOOK SELECTORS

Institution	No. of Librarians Involved in Book Selection		Qualifications of Book Selectors				Years of Experience in Librarianship			Library Staff Salaries For
			Number With				Number of Selectors Who Have Worked For			
	Full time	Part time	Library degrees only	Library degrees plus basic degrees	Library degrees plus higher degrees	Unknown qualifications	More than 10 years	Less than 10 years	Unknown number of years	1970
A[1] UBC	11	10	-	15	5	1	6	6	9	$2,584,068
A[2] SFU	1	14	-	8	4	3	4	-	11	$1,298,778
A[3] UV	6	6	-	6	5	1	6	-	6	$411,870
B[1] UC	-	10	-	6	3	1	1	3	6	$47,520
B[2] USR	-	11	-	8	3	-	2	-	9	-
C[1] UA	4	9	3	5	4	1	2	1	10	$941,175
C[2] USS	3	6	-	5	3	1	2	-	7	$944,641

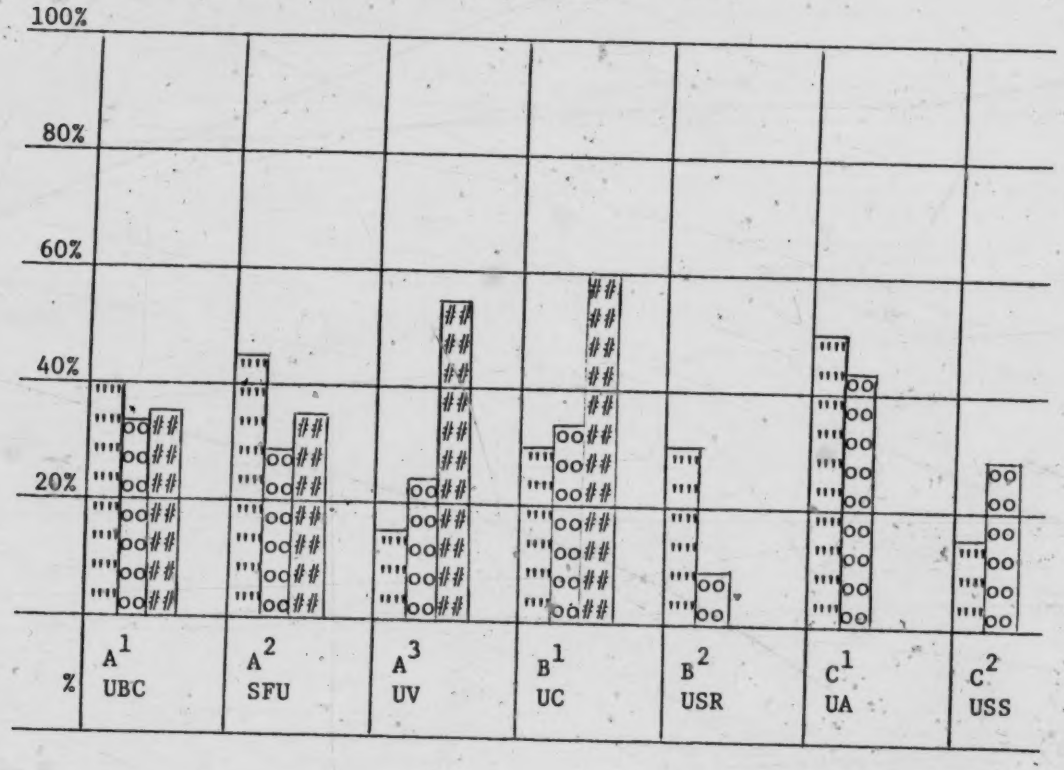
TABLE 8

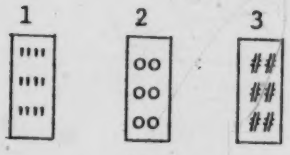
FOREIGN AREA STUDIES OF SELECTED COMMONWEALTH COUNTRIES:
Bibliographic tools used for book selection

Institution	A^1 UBC	A^2 SFU	A^3 UV	B^1 UC	B^2 USR	C^1 UA	C^2 USS
General bibliographies	9	8	6	6	5	8	3
National and trade bibliographies	8	1	6	3	1	6	1
Current bibliographies and reviews	24	13	7	22	6	24	14
Retrospective bibliographies	18	6	6	-	-	8	2
Publishers' and dealers' catalogues	10	12	11	10	5	13	4
Totals	69	40	36	41	17	59	24

TABLE 9

FOREIGN AREA STUDIES OF SELECTED COMMONWEALTH COUNTRIES: Bibliographic tools held by each library and used by the faculty for book selection--percentage of use.



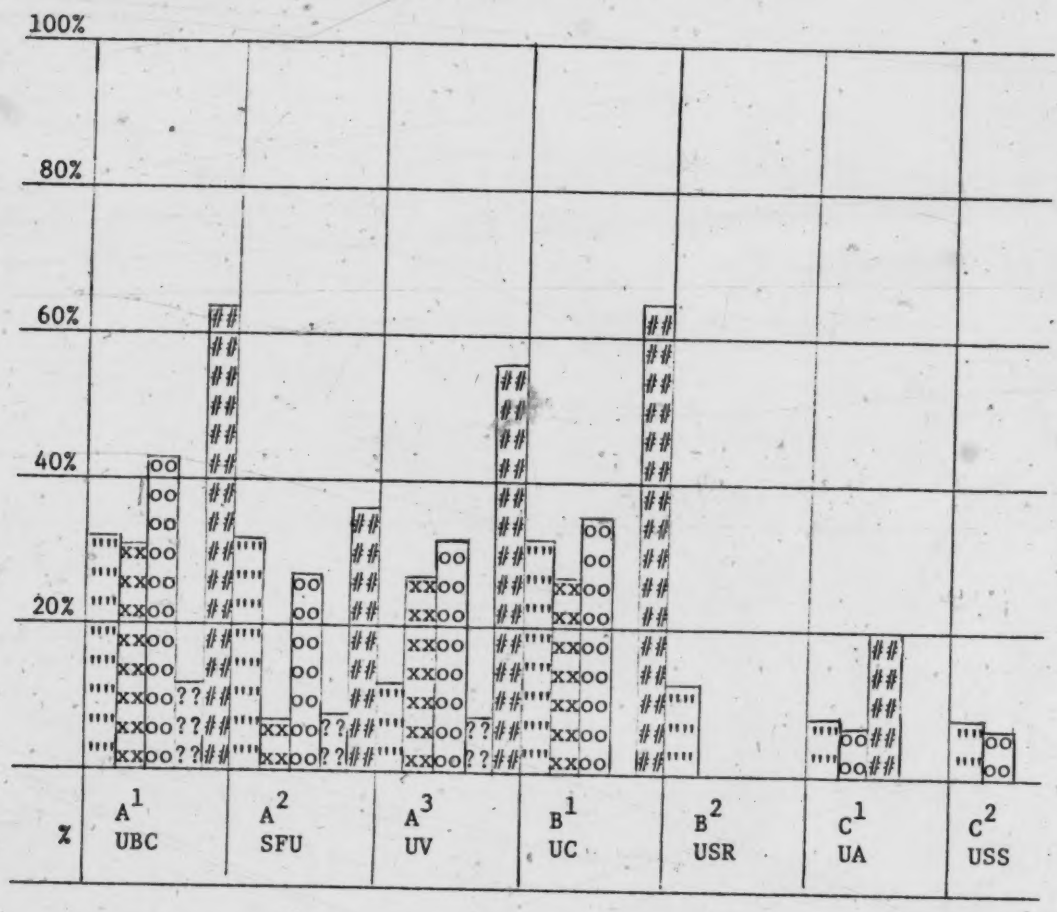


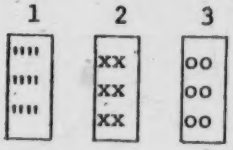
Legend

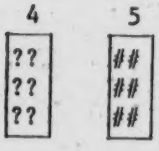
1. General Bibliographies
2. Current Bibliographies & Book Reviews
3. Publishers and Dealers Catalogues

TABLE 10

FOREIGN AREA STUDIES OF SELECTED COMMONWEALTH COUNTRIES:
Bibliographic tools held by each library and used by librarians for book selection--percentage of use.





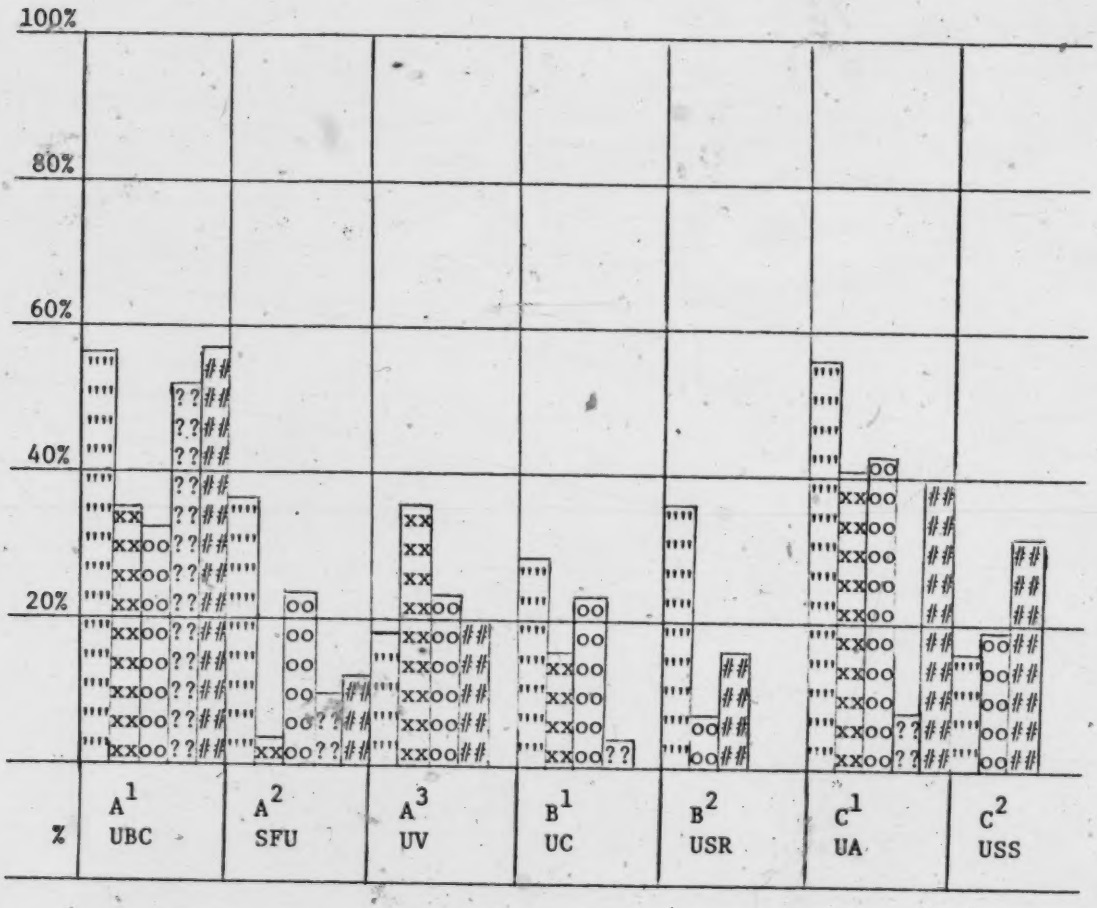


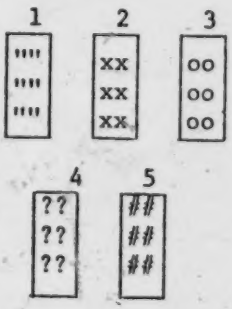
Legend

1. General Bibliographies
2. National Bibliographies
3. Current Bibliographies & Book Reviews
4. Retrospective Bibliographies
5. Publishers' and Dealers' Catalogues

TABLE 11

FOREIGN AREA STUDIES OF SELECTED COMMONWEALTH COUNTRIES: Bibliographic tools held by each library and used by book selectors, mainly for bibliographic checking--percentage of use.





Legend:

1. General Bibliographies
2. National Bibliographies
3. Current Bibliographies & Book Reviews
4. Retrospective Bibliographies
5. Publishers' and Dealers' Catalogues

APPENDIX A

BIBLIOGRAPHY

Monographs

Bixler, Paul. "Book Selection and Acquisition," in The Administration of the College Library. By Guy Lyle and others. 2nd ed. New York: H. W. Wilson, 1949.

Brubacher, John Seiler, and Rudy, Willis. Higher Education in Transition: A History of American Colleges and Universities, 1636-1968. Rev. ed. New York: Harper, 1968.

Canadian Association of College and University Libraries. Guide to Canadian University Library Standards. Report of the University Library Standards Committee of the Canadian Association of College and University Libraries, 1961-1964. n.p., 1965.

_____. Trends for the Seventies: Guidelines for Canadian University Libraries. Report of the Second University Library Standards Committee of the Canadian Association of College and University Libraries. Montreal and Toronto: n.p., 1971.

Canadian Association of University Teachers. University Government in Canada. Report of a Commission Sponsored by the Canadian Association of University Teachers and the Association of Universities and Colleges of Canada. Toronto: University of Toronto Press, 1966.

Coffin, L. C. "Blanket Book Ordering," in Selection and Acquisition Procedures in Medium-sized and Large Libraries. Papers Presented at an Institute Conducted by the University of Illinois Graduate School of Library Science, November 11-14, 1962. Edited by Herbert Goldhor. Champaign, Ill.: Illini Union Bookstore, University of Illinois, 1963.

Conference on the Acquisition of Material from Africa, University of Birmingham, 1969, Reports and Papers. Zug, Switzerland: Inter Documentation, 1969.

Conover, Helen. Africa, South of the Sahara: A Selected Annotated List of Writings. Washington: Library of Congress, 1963.

_____. Current National Bibliographies. New York: Greenwood Press, 1968.

Danton, Joseph Periam. Book Selection and Collections: A Comparison of German and American University Libraries. New York: Columbia University Press, 1963.

Danton, Joseph Periam. "The Selection of Books for College Libraries: An Examination of Certain Factors Which Affect Excellence of Selection." Unpublished Ph.D. dissertation, University of Chicago, 1935.

Davies, A. "Congo (Kinshasa), Burundi, Rwanda," in Conference on the Acquisition of Material from Africa, University of Birmingham, 1969, Reports and Papers. Zug, Switzerland: Inter Documentation, 1969.

Downs, Robert. "The Implementation of Book Selection Policy in University and Research Libraries," in Selection and Acquisition Procedures in Medium-sized and Large Libraries. Papers Presented at an Institute Conducted by the University of Illinois Graduate School of Library Science, November 11-14, 1962. Edited by Herbert Goldhor. Champaign, Ill.: Illini Union Bookstore, University of Illinois, 1963.

_____. Resources of Canadian Academic and Research Libraries. Ottawa: Association of Universities and Colleges of Canada, 1967.

Duignan, Peter. Guide to Research and Reference Works on Sub-Saharan Africa. Stanford, Calif.: Hoover Institution Press, 1972.

Enoch Pratt Free Library. How Baltimore Chooses: Selection Policies of the Enoch Praff Free Library. 4th ed. Baltimore, Maryland: n.p., 1968.

Evans, Gayle Edward. "The Influence of Book Selection Agents upon Book Collection Usage in Academic Libraries." Unpublished Ph.D. dissertation, University of Illinois, 1969.

Gore, D. "Understanding Approval and Gathering Plans," in Advances in Understanding Approval and Gathering Plans in Academic Libraries. Edited by P. Spyers-Duran and D. Gore. Kalamazoo: Western Michigan University, 1970.

Harold, William H. "Policy Making and Control in College and University Libraries," in College, University and Special Libraries of the Pacific Northwest. Edited by Morton Knoll. Seattle: University of Washington Press, 1961.

Kosa, Gesa Attila. Computer Assisted Book Selection Using Machine Readable Cataloging (MARC II) Tapes. Bloomington: Indiana University, Aerospace Research Application Center, 1972.

Lyle, Guy. The President, the Professor and the College Library. New York: H. W. Wilson, 1963.

McCarthy, Stephen A., and Logsdon, Richard H. A Survey of University of Alberta Libraries. Edmonton: n.p., 1966.

McCrum, Blanche P. An Estimate of Standards for a College Library. Lexington, Va.: Washington and Lee University Press, 1937.

McKeon, Newton. "The Nature of the College-Library Book Collection," in The Function of the Library in the Modern College. Edited by Herman Fussler. Chicago: University of Chicago Press, 1954.

McNeal, Archie. "Divisional Organization in the University Library." Library Lecture, April 29, 1960, University of Tennessee Library, 1960.

Metcalf, Keyes. "The Essentials of an Acquisition Program," in The Acquisition and Cataloging of Books. Edited by William Madison Randall. Chicago: University of Chicago Press, 1940.

Moore, Alvin J. "A Review of the Library of Congress Program in Eastern Africa," in Conference on the Acquisition of Material from Africa, University of Birmingham, 1969, Reports and Papers. Zug, Switzerland: Inter Documentation, 1969.

Morehouse, Ward, ed. Foreign Area Studies and the College Library . . . . Selected Papers Presented at a Conference on Reference Services for Foreign Area Studies Sponsored by the Library Association of the City of New York, Brooklyn College, April 14, 1964. New York: n.p., 1965.

National Library of Canada. Research Collections in Canadian Libraries. Vol. I: Universities, Pt. I: Prairie Provinces. Ottawa: National Library, 1972.

Orr, Robert. "The Selection, Ordering and Handling of Serials," in Selection and Acquisition Procedures in Medium-sized and Large Libraries. Papers Presented at an Institute Conducted by the University of Illinois Graduate School of Library Science, November 11-14, 1962. Edited by Herbert Goldhor. Champaign. Ill.: Illini Union Bookstore, University of Illinois, 1963.

Payne, C. T., and others. "The University of Chicago Library Bibliographic Data Processing Systems." Unpublished report, University of Chicago, October 1970.

Preibish, Andre. Collections and Collection Development in Canadian University Libraries. Ottawa: National Library, 1972.

Pullen, W. R. "Selective Acquisitions at Yale." Studies in Library Administrative Problems: Eight Reports from a Seminar in Library Administration. Directed by Keyes Metcalf. New Brunswick, N.J.: Rutgers University, Graduate School of Library Service, 1960.

Randall, William Madison. The College Library: A Descriptive Study of the Libraries in Four-year Liberal Arts Colleges in the United States. Chicago: American Library Association and the University of Chicago Press, 1932.

Ranganathan, S. R. Library Book Selection. 2nd ed. Bombay: Asia Publishing House, 1966.

Rogers, Rutherford D., and Weber, David C. University Library Administration. New York: H. W. Wilson, 1971.

Rouse, R. "Automation Stops Here: A Case for Man Made Book Collections," in Advances in Understanding Approval and Gathering Plans in Academic Libraries. Edited by P. Spyers-Duran and D. Gore. Kalamazoo: Western Michigan University, 1970.

Rupp, Britta. "Problems Concerning the Acquisition of Materials of African Origin," translated by Dorothy Hamerton, in Conference on the Acquisition of Material from Africa, University of Birmingham, 1969, Reports and Papers. Zug, Switzerland: Inter Documentation, 1969.

Spyers-Duran, P., and Gore, D., eds. Advances in Understanding Approval and Gathering Plans in Academic Libraries. Kalamazoo: Western Michigan University, 1970.

Stuart-Stubbs, Basil. Purchasing and Copying Practices at Canadian University Libraries. Ottawa: Canadian Library Asssociation, 1971.

Taubert, Sigfred, ed. The Book Trade of the World. Hamburg: Verlag fur Buchmarkt-Forschung; London: Andre Deutsch; New York: R. R. Bowker, 1972-

Taylor, A. R. "The Impact of the Subject Specialist on Academic Library Services." Unpublished Paper Presented to the ACRL Subject Specialist Section, American Library Association Annual Meeting, Dallas, Texas, 22 June, 1971.

University of Alberta Library. Library Development, University of Alberta. Submission of the University Librarian to the University Academic Planning Committee. Edmonton: n.p., 1961.

Vosper, Robert. The Farmington Plan Survey: A Summary of the Separate Studies of 1957-1961. Urbana, Ill.: University of Illinois Graduate School of Library Science, 1965.

Walford, Albert John, ed. Guide to Reference Materials. Vols. II, III. 3rd ed. London: Library Association, 1973-

Welch, Helen M. "Selection and Acquisition of Foreign Publications," in Selection and Acquisition Procedures in Medium-sized and Large Libraries. Papers Presented at an Institute Conducted by the University of Illinois Graduate School of Library Science, November 11-14, 1962. Edited by Herbert Goldhor. Champaign, Ill.: Illini Union Bookstore, University of Illinois, 1963.

Williams, Edwin Everitt. Farmington Plan Handbook, Revised to 1961 and Abridged. Ithaca, N.Y.: Association of Research Libraries, Cornell University Library, 1961.

_____. Resources of Canadian University Libraries for Research in the Humanities and Social Sciences. Report of a Survey for the National Conference of Canadian Universities and Colleges. Ottawa: National Conference of Canadian Universities and Colleges, 1962.

Williamson, William L., ed. The Impact of the Public Law 480 Program on Overseas Acquisition by American Libraries. Proceedings of a Conference Held at the Wisconsin Center, Madison, May 12, 1967. Madison: University of Wisconsin Library School, 1968.

Winchell, Constance Mabel. Guide to Reference Books. 8th ed. and supplements. Chicago: American Library Association, 1967-

Wulfekoetter, Gertrude. Acquisition Work: Processes Involved in Building Library Collections. Seattle: University of Washington Press, 1961.

Articles and Serials

Africana Library Journal. I, Spring, 1970-

Axford, H. William. "An Approach to Performance Budgeting at the Florida Atlantic University Library." College and Research Libraries, XXXII (March, 1971), 87-104.

_____. "The Economics of a Domestic Approval Plan." College and Research Libraries, XXXII (September, 1971), 368-75.

Bach, Harry. "Acquisition Policy in the American Academic Library." College and Research Libraries, XVIII (November, 1957), 441-51.

Burdick, Charles. "The Library and the Academic Community." Library Resources and Technical Services, VIII (Spring, 1964), 157-60.

Byrd, Cecil K. "Subject Specialists in a University Library." College and Research Libraries, XXVII (May, 1966), 191-93.

Chapin, Richard E., and McCoy, Ralph E. "The Emerging Institutions: Michigan State University and Southern Illinois University." Library Trends, XV (October, 1966), 266-85.

Clapp, Verner W., and Jordan, Robert. "Quantitative Criteria for Adequacy of Academic Library Collections." College and Research Libraries, XXVI (September, 1965), 371-80.

Clarke, Jack A., and Cooklock, Richard A. "Book Selection from Teachers College to University." College and Research Libraries, XXVII (May, 1966), 222-24+

Cronin, John W. "The Library of Congress National Program for Acquisitions and Cataloging." Libri, XVI, No. 2 (1966), 113-17.

Danton, Joseph Periam. "The Subject Specialist in National and University Libraries with Special Reference to Book Selection." Libri, XVII, No. 1 (1967), 42-58.

Downs, Robert. "Crisis in Our University Libraries." College and Research Libraries, XXII (January, 1961), 7-10.

Dudley, N. "The Blanket Order." Library Trends, XVIII (January, 1970), 318-27.

Farmington Plan Newsletter. No. 29, May 1969 - No. 31, May 1970.

Gray, Beverly. "Area Studies and the African Field." Foreign Acquisitions Newsletter, No. 33 (Spring, 1971), 14-16.

Greenaway, Emmerson. "The 'Get-em-all' Theory of Book Buying." Library Journal, LXXXV (October 1, 1960), 3387-88.

Haak, John. "Goal Determination." Library Journal, XCII (May 1, 1971), 1535-78.

Hall, Mary. "Theoretical Considerations of Selection Policy for University Libraries; Their Relevance to Canadian University Libraries." Canadian Library Journal, XXIII (September, 1966), 89-98.

Harlow, Neal. "Levels of Need for Library Service in Academic Institutions." College and Research Libraries, XXIV (September, 1963), 359-64.

Haro, Robert P. "The Bibliographer in the Academic Library." Library Resources and Technical Services, XIII (Spring, 1969), 163-69.

_____. "Book Selection in Academic Libraries." College and Research Libraries, XXVIII (March, 1967), 104-06.

Heiliger, Edward. "New Libraries on New Campuses." College and Research Libraries, XXV (May, 1964), 181-85.

Humphreys, Kenneth W. "Libraries in New Universities." International Library Review, II (July, 1970), 307-28.

Humphreys, Kenneth W. "Standards in University Libraries." Libri, XX, Nos. 1-2 (1970), 144-55.

_____. "The Subject Specialist in National and University Libraries." Libri, XVII, No. 1 (1967), 29-41.

Kosa, Géza Attila. "Book Selection Trends in American Academic Libraries." Australian Library Journal, XXI (November, 1972), 416-24.

Lane, David O. "The Selection of Academic Library Materials: A Literature Survey." College and Research Libraries, XXIX (September, 1968), 364-72.

Library of Congress. Public Law 480 Newsletter, No. 17, August 1969 - No. 21, August 1971.

Martin, John. "Building a Reference Collection for a New University Library." Ontario Library Review, XLIX (May, 1965), 68.

Mason, Ellsworth. "Unnatural Places and Practices." Library Journal, XCIV (October 1, 1969), 3399-402.

Metcalf, Keyes, and Williams, Edwin Everitt. "Book Selection for the Harvard Library." Harvard Library Bulletin, VI (Spring, 1952), 193-201.

Miller, Robert. "A Look in the Mirror; 25 Years of University Librarianship." Library Journal, LXXXVII (October 1, 1962), 3379-83.

Morrison, Perry D., and others. "A Symposium on Approval Order Plans and the Book Selection Responsibilities of Librarians." Library Resources and Technical Services, XII (Spring, 1968), 133-45.

Orne, Jerrold, and Powell, B. E. "The Libraries of the University of North Carolina and of Duke University." Library Trends, XV (October, 1966), 222-47.

Osborn, Andrew. "The Development of Library Resources at Harvard: Problems and Potentialities." Harvard Library Bulletin, IX (Spring, 1955), 197-212.

Osburn, Charles B. "Research Library Development, Past and Present." Southeastern Librarian, XIX (Winter, 1969), 212-16.

Potter, Alfred C. "The Selection of Books for College Libraries." Library Journal, XXII (October, 1867), 39-44.

Roth, Dana L. "Comments on Book Selection and Book Circulation Usage in Academic Libraries." Library Quarterly, XLI (April, 1971), 195.

Stevens, Norman D., ed. "The National Program for Acquisitions and Cataloging: A Progress Report on Development under the Title 11 C of the Higher Education Act of 1965." Library Resources and Technical Services, XII (Winter, 1968), 17-29.

Stiffler, Stuart A. "A Philosophy of Book Selection for Smaller Academic Libraries." College and Research Libaries, XXIV (May, 1963), 204-08.

Taggart, William R. "Blanket Approval Ordering: A Positive Approach." Canadian Library Journal, XXVII (July, 1970), 286-89.

Tauber, Maurice. "The Faculty and the Development of Library Collections." Journal of Higher Education, XXXII (November, 1961), 454-58.

Thompson, Lawrence S. "The Dogma of Book Selection in University Libraries." College and Research Libraries, XXI (November, 1960), 441-45.

Tucker, P. E. "The Sources of Books for Undergraduates: A Survey at Leeds University Library." Journal of Documentation, XVII (June, 1961), 77-95.

Tuttle, Helen M. W. "An Acquisitionist Looks at Mr. Haro's Bibliographer." Library Resources and Technical Services, XIII (Spring, 1969), 170-74.

Voight, Melvin, and Treyz, Joseph H. "The New Campuses Program." Library Journal, XC (May 15, 1965), 2204-08.

Vosper, Robert. "International Book Procurement; or, Farmington Extended." College and Research Libraries, XXI (March, 1960), 117-24.

Special Materials

Lakhanpal, Sarv Krishna. "University of Saskatchewan Library: Past, Present and Future." Unpublished paper, Saskatoon, n.d.

Simon Fraser University. Calendar, 1972/73.

Simon Fraser University Library. Annual Report, 1970-1972.

_____. Collections, Policies and Procedures. Burnaby, June 11, 1973.

_____. "Memorandum: Commonwealth Literature." [House document] February, 1971.

Tri-University Libraries Collections Task Force. First Report. [Vancouver, University of British Columbia for Simon Fraser University, University of Victoria and University of British Columbia] April, 1971.

University of Alberta. Calendar, 1972/73.

University of Alberta Library. Report of the University Librarian to the President, 1968/69-1971/72. Edmonton, 1969-1972.

University of British Columbia. Calendar, 1972/73.

University of British Columbia Library. The Report of the University Librarian to the Senate, 1967/68-1971/72. Vancouver, 1968-1973.

_____. "UBC Faculty Library Guide Reactions." Unpublished mimeograph, Vancouver [1970]

UBC Library News. III, No. 4, April 1970 - VI, No. 3, July 1973.

University of Calgary. Calendar, 1972/73.

University of Calgary Library. The Report of the Chief Librarian of the University of Calgary. Calgary, 1972.

University of Saskatchewan [Saskatoon]. Calendar, 1972/73.

University of Saskatchewan [Saskatoon] Library. Annual Report of the Librarian, 1968/69-1970/71. Saskatoon, 1969-1971.

University of Saskatchewan [Regina]. Calendar, 1972/73.

University of Victoria. Calendar, 1972/73.

University of Victoria Library. Collections Division Manual. Victoria, 1970.

_____. Guide to the McPherson Library. Faculty Edition. Victoria, 1970.

_____. McPherson Memo. No. 8, April 1970 - No. 34, July 1973.

APPENDIX B

LIBRARY QUESTIONNAIRE

I. Briefly describe both the individuals involved and the methods used in selecting books for your library.

II. Book Selection Policy

Do you have a selection policy, i.e., guide lines, provided for book selectors? Yes _____ No _____, if yes, are the policies written? Yes _____ No _____, or verbally agreed upon? Yes _____ No _____, are they uniformly or almost uniformly adhered to by all book selectors? Yes _____ No _____, including faculty members? Yes _____ No _____.

Who formulated the policy?

When?

Is it ever revised? How?

What is your present opinion about the policy?

Is the policy known to all library users? Yes _____ No _____
If yes, how was the policy made known to the library users, e.g., by circular letter, publishing, or any other way?

What is the opinion of the library users about the policy?

III. Book Selection Procedures

A. What percentage of your book selection is done: by the library staff _____% by the faculty _____% other _____ _____%

B. Please describe how selection is handled, e.g., do all faculty members have the right to select titles in their areas of interest? Yes _____ No _____, titles in any subject field? Yes _____ No _____, do they pass their recommendations through a representative? Yes _____ No _____, is there anybody in a position to coordinate their selection activities? Yes _____ No _____.

C. Please describe how selection is done within the library, e.g., is there a separate selection department? Yes _____ No _____, can all librarians select titles in any area? Yes _____ No _____, have you some special selectors like subject specialists, bibliographers or collection development librarians? Yes _____ No _____, what are their titles or positions in the library, their areas of coverage, the percentage of their time spent on selection, their other duties, etc.?

D. Are there any areas where selection powers are restricted, e.g., special subject areas where only a particular faculty or a particular librarian may select? Please give details.

E. Does any one have veto powers over selections made by anyone else? Please give details.

IV. Do you have any faculty-librarian selection committees that meet regularly to discuss titles recommended for ordering? Yes _____ No _____. If yes, please indicate the composition and subject area for each one.

V. Has the library committee, i.e., the faculty advisory committee to the library, any role to play in book selection, e.g., making rules as to what will or will not be selected, demanding to be informed on selections made, etc.? If so, please describe.

VI. How exactly does the library know what the faculties are doing in the departments, e.g., how does the library find out about current curriculum developments and on-going research projects?

How do the faculties know what is going on in the library regarding book selection, e.g., how do the faculties obtain library bibliographic information and advice on selection tools?

VII. Fund Allocation

Who controls the book fund and how is the money allocated?

Does each academic department have its own allocation? Yes _____ No _____, is any of the book fund allocated by subject within the library? Yes _____ No _____, if so, please describe.

COMMONWEALTH STUDIES

(Commonwealth here is limited to the Commonwealth countries of Africa, South East Asia, and the South Pacific, i.e., excluding Canada, Great Britain, the Mediterranean and the Caribbean countries. Studies here will refer to reading and research on social sciences and humanities only. Materials will be limited to English language books and government publications.)

I. Has your library any special programme for the development of Commonwealth study materials? Yes _____ No _____

A. If yes, indicate how you do the selection, e.g., are there special selectors for these materials or are they selected along with the respective subject fields?

B. If there are special selectors, who are they? What appropriate qualifications do they have? What are their titles? What are their respective areas of coverage? Is their selection on-going and consistent or sporadic? Have they any other library duties? Please discuss.

C. Is the library ever limited as to what can be selected or not selected in these areas? Yes _____ No _____. If yes, why? Please comment.

II. Please indicate the main rationales for the selection of Commonwealth study materials.

(1) Immediate needs for teaching and study _____%
(2) Needs for on-going research programmes only _____%
(3) Needs for future research _____%
(4) Needs for reference and general information _____%
(5) Insuring well rounded collection _____%
(6) Under-graduate reading needs only _____%
(7) Light reading materials - recreational reading titles _____%
(8) Any others _____%

III. A. How long has your library been interested in Commonwealth study materials?

B. Have you noticed any recent increase in demand for Commonwealth study materials? Please comment.

IV. Please describe any special arrangements you have for acquiring Commonwealth study materials, e.g., blanket ordering, on approval plans, exchange agreements, special collection trips, etc.

V. A. Have you any special allocation for acquiring Commonwealth study materials, both current and retrospective? Please describe and specifically mention subject areas and regions.

B. Have you had any 'crash' programmes for development of Commonwealth area studies? Please comment on when, how they were funded and executed, who initiated the programme and why, is it continuing or has it terminated (or died)?

C. Have you received any outside aid for the development of Commonwealth study materials? Yes _____ No _____. If yes, please describe the source of this aid and what it has achieved or is achieving.

During the follow-up interview, particular attention will be paid to the selection tools used in your library for the selection of Commonwealth study materials. Would you therefore be thinking about which ones you find particularly useful.

Would you also list below any Faculty members who are particularly interested in Commonwealth countries (regardless of subject area). I hope that there will be time during my visit to talk with some of them about their selection procedures and would therefore like to contact them in advance.

Thank you for all your help.

APPENDIX C

FACULTY INTERVIEW GUIDELINES

NAME OF THE UNIVERSITY

THE DEPARTMENT

NAME OF THE PROFESSOR/LECTURER

1. Please comment briefly on how you go about selecting books for your department.
2. Do you have a particular way of choosing professional colleagues who help you in book selection?
3. Do you select for your department alone or do you select materials that can be of use to other departments?
4. With what departments do your interests overlap and how do you arrange selection to avoid duplication of efforts?
5. Do you have: (a) departmental selection committee
   (b) any inter-departmental meetings for book selection
   (c) comment briefly on the business of:
   (i) departmental selection committee (if any)
   (ii) inter-departmental meeting for book selection (if any).
6. Does your department collect any materials other than those you select for the library? Comment on the need for these materials, if any.
7. Comment on the type of materials you select for your department - mention your areas of emphasis.
8. About how many titles do you normally select in a session, a semester, a month, or a week, per selection exercise?

9. What percentage of your working hours do you give to book selection duties?
10. Are you responsible to anybody in matters of book selection? Do you have any limitations in your powers to recommend titles to the library?
11. What bibliographic tools do you use for book selection, which ones do you find most useful?
12. How do you get the bibliographic tools you use for book selection?
13. Do you receive any form of assistance or advice from the library in your book selection activities? Comment briefly on your relationship with the library staff in matters of book selection.
14. Have your students any say in book selection?
15. How did you become involved in book selection?
16. How long have you been selecting books for your department on your subject fields of interest?
17. Do you have any comments on how collection building in the University libraries might be improved?

APPENDIX D

COURSES OFFERED ON THE COMMONWEALTH COUNTRIES INCLUDED IN THIS STUDY

The Libraries in their Groups		A^1 UBC	A^2 SFU	A^3 UV	B^1 UC	B^2 USR	C^1 UA	C^2 USS
Subject Fields	Levels							
Anthropology	Basic Degrees	x	x	x	x		x	x
	Masters Degrees	x	x	x	x		x	x
	Doctorates	x		x				x
Archaeology: Africa	Basic Degrees		x		x			
	Masters Degrees		x					
	Doctorates		x					
Comparative English Literature/ Commonwealth English Literature	Basic Degrees	x		x	x		x	x
	Masters Degrees	x		x			x	
	Doctorates	x						
Economics	Basic Degrees				x		x	
	Masters Degrees						x	
	Doctorates							
Education	Basic Degrees							
	Masters Degrees			x			x	x
	Doctorates							
Fine Arts	Basic Degrees	x						
	Masters Degrees	x						
	Doctorates	x						
Geography	Basic Degrees	x	x	x	x		x	x
	Masters Degrees	x	x				x	
	Doctorates							
History	Basic Degrees	x	x	x	x		x	
	Masters Degrees	x	x	x	x		x	
	Doctorates	x	x					
Political Science	Basic Degrees	x	x	x	x		x	x
	Masters Degrees	x	x		x		x	
	Doctorates		x					
Sociology	Basic Degrees						x	x
	Masters Degrees						x	
	Doctorates							
Religious Studies	Basic Degrees	x						
	Masters Degrees							
	Doctorates							

APPENDIX E

BIBLIOGRAPHIC TOOLS FOR BOOK SELECTION IN SELECTED COMMONWEALTH COUNTRIES

GENERAL

The ABS Guide to Recent Publications in Social and Behavioral Sciences. New York: The American Behavioral Scientist, Metron, Inc.; Oxford: Pergamon Press, 1965.

Altbach, Philip. Higher Education in Developing Countries: A Select Bibliography. Cambridge, Mass.: Center for International Affairs, Harvard University, 1970.

American Universities Field Staff. A Select Bibliography: Asia, Africa, Eastern Europe, Latin America. New York: 1960. Supplement, 1961.

Books Abroad: A Quarterly Publication Devoted to Comments on Foreign Books. Norman, Okla.: University of Oklahoma, 1927-

Great Britain. Colonial Office Library. Catalogue of the Colonial Office Library, London. Boston, Mass.: G. K. Hall, 1964.

Great Britain. Ministry of Overseas Development Library. Commonwealth Affairs: A Monthly Bibliography. London: 1964-

Great Britain. Office of Commonwealth Relations Library. Selective List of Acquisitions, V. I, No. 1- April-May, 1949- (London, 1949-)

Harvard University. Graduate School of Business Administration. Bibliography: Cases and Other Materials for the Teaching of Business Administration in Developing Countries. Cambridge, Mass.: Harvard University Press, 1968-

Journal of Commonwealth Literature; No. 1, Sept. 1965- (Leeds, Eng.: University of Leeds, 1965-)

Journal of Commonwealth Political Studies, V. I, Nov. 1961- (Leicester, Eng.: University Press, 1961-)

London. Commonwealth Institute. Library Notes. London: 1907-

London University. School of Oriental and African Studies. Bulletin, V. I- 1917/20- (London, 1917-)

London University. School of Oriental and African Studies Library. Catalogue. 28 vols. Boston, Mass.: G. K. Hall, 1963. 1st supplement, 1968.

_____. Select list of accessions. London: [1972-].

Morrel, William Parker. British Overseas Expansion and the History of the Commonwealth: A Select Bibliography. London: Historical Association, 1961.

Organization for Economic Cooperation and Development. Trade Problems of Developing Countries. Paris: 1971.

The Round Table: A Quarterly Review of the Politics of the British Commonwealth. V. I, No. 1, Nov. 1910- (London, 1910-)

NATIONAL AND TRADE BIBLIOGRAPHIES

Africa

Ghana: A Current Bibliography, September/October 1967- Bibliography Series, V. I, No. 1, Nov. 1967- (Accra: Ghana Library Board Research Library on African Affairs, 1967-)

Ghana. State Publishing Corporation. Publications Price List. (Accra, Ghana: 1958-)

Ibadan University Library. Nigerian Publications: Current National Bibliography, 1950/52- (Ibadan University Press, 1950/52-)

Malawi. National Archives. List of publications deposited in the Library of the National Archives. Zomba: 1965-

Nigeria. National Library. Books in Print. Lagos: 1968-69.

Sierra Leone Library Board. Sierra Leone Publications: A List of Books and Pamphlets in English Received by the Sierra Leone Library Board under the Publications (Amendment) Act, 1962-1964/5. Freetown: Library Board, 1963-66.

Tanzania. Tanzania Bibliography printed in Tanzania. [Dar-es-Salaam] 1968-

South and Southeast Asia

Asian Society, New York. A Guide to Paperbacks on Asia: Selected and Annotated. New York: 1964. Rev. 1968.

Indian Books in Print. New Delhi: Indian Bureau of Bibliographies, 1955/67-

Indian National Bibliography. Calcutta: 1958.

Pakistani Bibliographical Working Group. Publications. Karachi: 1953-

Pakistan. Catalogue of Government of Pakistan Publications. Karachi: 1962-

Pakistan National Bibliography. Karachi: Pakistan Government Press, 1962-

Pakistan. National Book Centre. Books from Pakistan Published During the Decade of Reform, 1958-1968. 2nd ed. Karachi: 1968.

Reference Catalogue of Indian Books in Print (in English). New Delhi: Today and Tomorrow Printers and Publishers, 1973-

Singapore (City). National Library. Singapore National Bibliography. Singapore: National Library, 1967-

Australia and New Zealand.

Australian Books in Print. Melbourne: 1969-

New Zealand Books in Print. Wellington: New Zealand Book Publishers Association, 1968-

New Zealand National Bibliography. Wellington: National Library of New Zealand, 1967-

CURRENT BIBLIOGRAPHIES AND BOOK REVIEWING JOURNALS

Africa.

Africa: Journal of the International African Institute, V. I, 1928- (London: Oxford University Press, 1928-)

African Affairs: Journal of the Royal African Society, V. I, No. 1- Oct. 1901- (London, 1901-)

African Historical Studies, V. I, No. 1- 1968- (Brookline, Mass.: African Studies Center, Boston University, 1968-)

African Literature Today, No. 1- 1968- (London: Heinemann Educational Books, 1968-)

African Research Bulletin: Political, Social and Cultural Series. London: African Research Ltd., 1964-

African Studies Association. African Studies Bulletin, V. I- April, 1958- (New York: African Studies Association, 1958-)

African Studies Association. African Literature Committee. Research in African Literature. V. I- Spring, 1970- (Austin, Texas: African and Afro-American Research Institute, 1970-)

Africana Library Journal. V. I- Spring, 1970- (New York: African Publishing Corporation, 1970-)

Bulletin of Information on Current Research on Human Science Concerning Africa, No. 1, 1963- (Bruxelles, Centre International de Documentation Economique et Sociale Africaine, 1963-)

Canadian Journal of African Studies, V. I- March 1967- (Montreal: Loyola College, 1967-)

A Current Bibliography on African Affairs, V. I-VI. April 1962-67; n.s. V. I- January 1968- (New York: Greenwood Periodicals, 1968-)

Ethnographic Survey of Africa. [Series.] Edited by Daryll Forde. London: International African Institute. 1950-

Hoover Institution on War, Revolution and Peace. United States and Canadian Publications on Africa. Stanford, Calif.: 1962-

International African Institute. Africa Bibliography Series: Ethnography, Sociology, Linguistics and Related Subjects. (Series A) London: 1958-

Joint Committee on African Resources. Joint Acquisitions List of Africana. Evanston, Ill.: Northwestern University Library. 1962-

Journal of African History, V. I- 1960- (London: Cambridge University Press, 1960-)

Journal of Modern African Studies: A Quarterly Survey of Politics, Economics and Related Topics in Contemporary Africa, V. I- March, 1963- (London: Cambridge University Press, 1963-)

London. Commonwealth Institute Library. Ghana, Sierra Leone, the Gambia: Selected Reading List for Advanced Study. London: 1967-

Standing Conference on Library Materials on Africa. Library Materials on Africa: Newsletter, V. I- 1962- (London, 1962-)

Standing Conference on Library Materials on Africa. United Kingdom Publications and Theses on Africa, 1963- (Cambridge: Heffer, 1966-)

United States. Library of Congress. National Program for Acquisitions and Cataloging. Accession List: Eastern Africa, V. I, No. 1- Jan. 1968- (Nairobi: Library of Congress Office, 1968-)

_____. General Reference and Bibliography Division. [Official Publications of the Countries of Africa] [Washington, D.C.]: 1959-

University of Ghana. Institute of African Studies. Accession List. Accra: n.d.

University of Zambia. Institute for Social Research. Bulletin, No. 1- 1966- (Lusaka: 1966-)

Yale University Library. Africana Collection. Accession List, V. I, No. 1- 1967- (New Haven, Conn.: 1967-)

South and Southeast Asia.

Bibliography of Asian Studies, No. 1- 1956- [n.p.] Association for Asian Studies, 1957-

Institut Kern, Leyden. Annual Bibliography of Indian Archaeology. Leyden: Brill, 1928-

Journal of Asian and African Studies. Leiden: Brill, 1966-

London. Commonwealth Institute Library. India: Selected Reading List for Advanced Study. London: 1967-

United States. Library of Congress. American Libraries Book Procurement Center, Djakarta. Accessions List: Indonesia, Malaysia, Singapore and Brunei, V. I- July, 1964- (Djakarta, Indonesia: 1964-)

_____. American Libraries Book Procurement Center, Karachi. Accessions List: Pakistan, V. I- July/Dec. 1962- (Karachi: 1962-)

_____. American Libraries Book Procurement Center, New Delhi. Accession List: Nepal, V. I- April, 1966- (New Delhi: 1966-)

_____. Division of Orientalia. South Asia Accessions List, V. I- 1952- (Washington, D.C.: 1952-)

Australia and New Zealand.

Australia. Commonwealth Government Printing Office. Commonwealth Publications. (Canberra: 1965-)

Australian Book Review, V. I- Nov. 1961- (Kensington Park, South Australia: Hyde Park Press, 1962-)

Australian Economic History Review, V. I- May 1956- (Sydney: Sydney University Press, 1956-)

Australian Journal of Politics and History, V. I- Nov. 1955- (Brisbane: University of Queensland Press, 1955-)

Australian Literary Studies, V. I- June, 1963- (Hobart: University of Tasmania, 1963-)

Australian National Bibliography. V. I- 1961- (Canberra: National Library of Australia, 1961-)

Australian Public Affairs Information Service: A Subject Index to Current Literature, V. I- July, 1945- (Canberra: National Library of Australia, 1965-)

Canberra, Australia. National Library. Select List of Books Added, V. I- Jan./Feb., 1935- (Canberra: 1935-)

Africa.

Boston University Libraries. Catalog of African Government Documents and African Area Index. Compiled by Mary D. Herrick. 2nd ed. Boston: G. K. Hall, 1964.

Duignan, Peter. Guide to Research and Reference Works on Sub-Saharan Africa. Stanford, Calif.: Hoover Institution Press, 1971.

Harris, John. Books about Nigeria: A Select Reading List. 5th ed. Ibadan: Ibadan University Press, 1969.

London University. School of Oriental and African Studies Library. Catalogue. 28 vols. Boston: G. K. Hall, 1963.

_____. _____. 1st supplement. Boston: G. K. Hall, 1968.

Luke, H. C. A Bibliography of Sierra Leone, Preceded by an Essay on the Origin, Character and Peoples of the Colony and Protectorate. 2nd enlarged ed. London: Oxford University Press, 1925.

Martin, Jane. A Bibliography on African Regionalism. Boston: African Studies Center, Boston University, 1969.

Matthews, Daniel G., ed. Current Themes in African Historical Studies: A Selected Bibliographical Guide to Resources for Research in African History. Westport, Conn.: Negro Universities Press, 1970.

Mazaguzi, Jumba, comp. African Socialism: A Bibliography and a Short Summary. Nairobi: East African Academy, 1970.

Molnos, Angela. Development in Africa: Planning and Implementation. A Bibliography (1946-1969) and Outline, with Some Emphasis on Kenya, Tanzania and Uganda. Nairobi: Research Information Centre, East African Academy, 1970.

New York. Public Library. Schomburg Collection of Negro Literature and History. Dictionary Catalog. 9 vols. Boston: G. K. Hall, 1962.

_____. _____. Supplement. 2 vols. Boston: G. K. Hall, 1967.

Shaw, Thustan, and Vanderburg, Joel. A Bibliography of Nigerian Archaeology. Ibadan: Ibadan University Press for Institute of African Studies, University of Ibadan, 1969.

Tell, H. M., ed. A Bibliography of Non-periodical Literature on Sierra Leone, 1925-1966. Freetown: Fourah Bay College Bookshop, University College of Sierra Leone, 1966.

Witherell, J. W., and Lockwood, S. B. Ghana: A Guide to Research Publications, 1872-1968. Washington, D.C.: General Reference and Bibliography Division, Reference Department, Library of Congress, 1969.

South and Southeast Asia.

Annotated Bibliography on Research on Human Factors in Industry in India. Calcutta: Indian Institute of Management, 1966.

Asia Society. Asia: A Guide to Paperbacks. Edited by Ainslie T. Embree, Jackson H. Bailey, and others. Rev. ed. New York: The Society, 1968.

British Council. British Books on India: A Selection Written Between the Eighteenth Century and the Present Day. London: British Council, 1961.

Challis, Joyce. Annotated Bibliography of Economic and Social Material in Singapore. Singapore: University of Singapore Press, 1967.

Cheesman, H. R. Bibliography of Malaya. London: Longmans, Green and Co., for the British Association of Malaya, 1959.

Dobson, W. A. C. The Contributions of Canadian Universities to an Understanding of Asia and Africa: A Bibliographical Directory of Scholars. Ottawa: National Commission for UNESCO, 1964.

Jain, S. K. Indian Literature in English: An Annotated Bibliography. 3 vols. Regina, Sask.: Regina Campus Library, University of Saskatchewan, 1965.

Nunn, G. R. Asia: A Selected and Annotated Guide to Reference Works. Cambridge, Mass.: M.I.T. Press, 1971.

Sher, Singh, and Sadhu, S. N. Indian Books in Print, 1965-1967: A Select Bibliography of English Books Published in India. New Delhi: India Bureau of Bibliographies, 1969.

Singapore University Library. Catalogue Department. Catalogue of Singapore and Malaysia Collections. Boston: G. K. Hall, 1968.

Australia and New Zealand.

Australian National University, Canberra. Department of International Relations. Select Bibliography of Australia's Foreign Policy. Rev. ed. Canberra: Australian National University, 1968.

Australiana: A Catalogue of Books and Pamphlets Relating to Australia and South of the Pacific Islands. Sydney: Angus and Robertson, 1970.

Canberra, Australia. National Library. Select List of Works on Australian History. Canberra: The Library, 1962.

Craig, Beryl F., comp. Central Australian and Western Desert Regions: An Annotated Bibliography. Canberra: Australian Institute of Aboriginal Studies, 1969.

Guyana. Public Library. Commonwealth Writers: A Bibliography. Georgetown, Guyana: The Library, 1970.

Hubble, Gregory Valentine. The Australian Novel: A Title Checklist, 1900-1970. Perth: Imperial Instant Printing, 1970.

Robert, Willem C. H., comp. Contributions to a Bibliography of Australia and the South Sea Islands. 5 vols. Amsterdam: Philo Press, 1968-

Social Science Research Council of Australia. Bibliography of Research in the Social Sciences in Australia, 1954-1957. Canberra: The Council, 1958.

PUBLISHERS' AND DEALERS' CATALOGUES

African and Caribbean Studies Catalog. London, and Portland, Oregon: Frank Cass.

African Imprint Library Service Catalog. Bedford, New York.

Africana Publishing Cooperative Catalog. New York.

Andromius Publishing Cooperation, Catalog. New York.

Blackwell's Catalogue. Oxford, England.

Dillon's University Bookshop Catalogue. London.

Evan's Educational Books Catalogue. London.

Gregg Reprint Projects Catalog. Boston, U.S.

G. K. Hall Catalog. Boston, U.S.

Harvard University Press Catalog. Cambridge, U.S.

Humanities Press Catalog. New York.

Ibadan University Bookshop Catalogue. Ibadan, Nigeria.

International University Book Sellers Inc., Catalog. New York.

Kraus Reprints: African bibliographies available from Kraus. New York.

Negro University Press Catalog. Westport, Conn.

Nigerian Book Suppliers Ltd., Catalogue. Lagos, Nigeria.

Oxford University Press Catalogue. Oxford, England.

K. K. Roy (Private) Ltd., Catalogue. Calcutta, India.